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# NARCOTIC EDUCATION

**H. S. MIDDLEMISS**

*Editor and Publisher*

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TWICE-A-MONTH MARCH 15, 1927

# Training Teachers for Library Work in Platoon Schools

*Contribution of Anne M. Mulheron, Librarian of the Portland (Ore.) Library Association, to the Platoon School Library Discussion of the N. E. A. Department of Superintendence at Dallas, Texas, on March 1*

FOR years the question foremost in the minds of librarians has been, "When are we going to get enough trained librarians to run our libraries!" In rather recent years definite steps have been taken by the American Library Association and by librarians thruout the country to recruit suitable young women and persuade them that library work was so interesting that they could not stay out. Particularly have we felt the need for children's librarians, and loudly have protested that the one school for children's librarians at Pittsburgh and the training class in the Cleveland Library now incorporated in the Western Reserve Library School could never train enough for the hundreds of libraries waiting to devour them. To help the situation the regular library schools have improved their courses in children's work, and we librarians have had to be content with this shorter and less adequate training for the young women to whom we have confided our work with our little ones, depending largely upon personality and an innate love of children. And then, just as we had worked ourselves up to the state of mind where we were content with this makeshift, what should happen! Why, platoon schools without number sprang up over night all over the United States. And the need for teachers trained in the use of books and their appreciation was multiplied to the nth degree. The problem at present looms in enormous proportions. We librarians feel that it is *our* problem—our privilege at least to do what we can in giving our assistance and offering the experience which we have gained during the past fifty years of organized library work.

We are working together with the schools in this great task of educating young people, and now that the library as a library is an integral part of the school system, the bond is still closer. This interesting new system has developed so quickly that I think perhaps school men did not at first grasp the meaning of the library in the platoon school. They may have thought, "Oh, just any teacher who is a good teacher can take care of the library." But experience is pointing out the fact that this is not so, and we have frantic cries from the teachers in the libraries, "Tell us what to do. Teach us how to 'teach library'". Certainly in Portland no one class of teachers has been more open to suggestion, more avid of learning the fundamentals of library work than these teacher-librarians of the platoon schools, and our little experience has made me realize to the uttermost that training is needed.

I recently sent out a questionnaire to fifty cities having platoon schools, asking how training was given the library teachers, who gave it and who supervised the activities in the libraries. A great many interesting replies were received, but I was a bit distressed to learn in how few cities the library teachers had any special preparation. Among the shining examples of what I as a librarian think things should be, is Long Beach, California, where those in charge of the platoon libraries are all graduates of the Carnegie Library School of Pittsburgh, or some other recognized library school in which training in children's work is given—an ideal situation, other things being equal.

One or two cities replied that they depend upon Detroit, where, in connection with the Teachers' College, a course is given for training their own teachers for school library work. This is the only place I know where definite training for school libraries is going on. But of one Teachers' College in a city which has 108 platoon schools of its own, not too much can be expected. Superintendents of most other cities replied that their library teachers had no training in library methods; some said "Not yet"; others said "They need more than they now have"; still another, "We hope to have a course later on—so far we have not been able

to secure trained librarians. "Our teachers do very well, but I prefer trained librarians." In San Diego and in Cleveland where there seems to be but one platoon school in the system, the librarian of that school is sent by the public library.

The general consensus of opinion of the superintendents answering the questionnaire was that training was necessary and that if they did not have trained children's librarians they wished they had! And when you stop to think of it, how reasonable this is. We don't put art teachers in our schools who know nothing about art, music teachers who have never studied music, neither do we entrust our domestic science to those who have never learned to cook or sew. Why, then, should we expect results in our libraries from teachers who have never considered children's literature as such or who know nothing of library methods? When the originators of the platoon type of school included the library in their plan, they did so because they saw its independent value, and they realized the potential dependency of all branches upon it. Giving it this important place they certainly must have expected expert administration. I am quite confident that as this platoon system becomes firmly implanted in our cities the demand will be for teachers with library training or experience and I am confident that our existing library schools will be forthcoming with some solution of the problem.

I wrote to Miss Harriet Howe, executive secretary of the Board of Education for Librarianship of the A. L. A., to ask if she knew of any special training which was being given to platoon librarians. She says, "A surprising number of normal schools and teachers' colleges report courses of varying degrees of completeness calculated to fit teachers to organize and administer school libraries. The only school that I happen to know is definitely training for platoon library work is the Detroit Teachers' College."

Miss Marion Lovis of Detroit reports that in the Teachers' College there are library courses which aim to train students and teachers for service in platoon school library positions. "For teachers in service who wish to train for library work, the courses are offered in extension. Next year we are combining the extension and day classes in late afternoon classes, so that the courses need not be duplicated for the two sets of people." These courses are required for platoon school positions. The course in library training is sixteen credit hours with an additional two for research work. It consists of children's literature; reference and book selection; cataloging and classification; school library administration; methods of teaching the use of the library and field work. Certain courses are tied up definitely with platoon library administration.

But until more facilities are offered, are we librarians going to let these teachers grope along and simply learn by experience? There is, I feel, one chance to help—to fill the gap until some definite and adequate remedy is found. In Portland we have made our little start, and, feeble as it is, it has been welcomed by the superintendent and teachers to such a degree that we have been encouraged and more than repaid for the work we have put into it.

For fifteen years there has been a most cordial relationship between the school and library boards in the matter of the high school libraries, and the school board has shown its confidence in the library by letting the latter administer these libraries. The school supplies the room and equipment, the library the books, and they pay the salaries jointly. The supervisor of these libraries is a joint employee of both boards. The public library supplies all the books to the class rooms in the grades. How natural it was, then, upon the installation of the platoon type of school, for the superintendent to entrust part of the supervision of the libraries to the public library, which agreed to furnish the books. But the public library realized that these new librarians needed some instruction, some library background, so it offered to give a course for their special benefit, and a third party, which is always more than willing to co-operate, the Extension Division of the University of Oregon, stepped in and offered to give credit. What a happy combination! A tentative program was drawn up—it was all very experimental—and Miss Dorothy E. Smith, the head of the school department of the public library, launched (blindly perhaps) on a term's work. She expected fifteen people at the utmost and fifty appeared—much too many. As we look back upon it, we frankly admit that that semester's work was not satisfactory. We had planned a course which we had thought would fit—a little charging, a little filing, a few cataloging rules and a little about books. When it was time for the next course, we, having learned a lot, decided that it was not technical library work that was wanted, for this could be accomplished by practice work in the central library and by conferences. It was book selection and book appreciation that was needed more than anything else, and now after two years and a successful course, we still believe it, only more firmly. To be able to teach the children the difference between good and poor literature is quite as important as supplying them with the classics, and we have aimed to discuss the principles underlying both good and bad and to examine the reasons.

Miss Smith in this course uses Terman and

Lima's *Children's Literature* as a required text and gives assigned readings from it, believing that if this book is thoroly mastered and understood it will make a pretty good guide. Together with this she has worked out a series of talks—and they are not formal lectures but real discussions—in which every one in the class has a share, which the teachers say are a great help. She has from thirty to fifty each winter in the twelve weeks' course and almost as many in the summer course, which is twice as long. These are the things these teachers talk about: Folklore, myths, ballads and legends, hero tales, biography and history; travel, tales of adventure, poetry, the classics, what makes a good illustration, animal stories, nature books, books for special days, what magazines to use, how and what stories shall be told, and other things of this sort. Then Miss Smith dwells intermittently thruout the course on standards in children's literature and on what makes a good book, using these two ideas as a string upon which to thread the talks.

To listen to these teachers discussing the relative merits of Walter de la Mare and Longfellow as children's poets, or of Riley vs. Rossetti; to hear them talk about sentiment and sentimentality in hero stories and animal stories is most illuminating. And the best part of it is that the discussion evoked in this course leads to a very wide interest in children's literature and a desire on the teacher's part to get the very most they can.

Equal in importance with adequate training for teacher-librarians is, I believe, intelligent supervision. In some ways it is perhaps even more important, for with a wise supervisor and one with a vision of library work, the teachers in charge of the platoon libraries can be inspired and guided—a slower process perhaps, but one which produces results. To refer to Portland again—and I know the same custom prevails in Pittsburgh—the head of the school department holds regular conferences with all platoon librarians. Problems of administration are discussed, plans for the work are evolved, and there is a frank and free interchange of ideas with reports upon work accomplished and methods used.

These teachers have been so eager for some rule to follow, some suggestions to study, that a special course of study for the platoon libraries was worked out and is to be incorporated in the forthcoming course of study for the Portland public schools. For the first and second grades, there is the definition of a library, responsibility for library books, the care of books, library games and stories to be told. Always the idea of the joy of reading and the importance of the public library is stressed because we want to make intelligent library users of all the school children, and we cannot begin too early to form the "library habit." In the third grade comes the story of the book including hieroglyphics, the manuscript books, printing presses and finally the modern book which has been evolved thru the stages of baked clay, papyrus and movable type. After this the parts of the book are studied and a short lesson is given in shelving. After the book, in the third grade, the logical subject of study of the fourth grade is the public library. Who pays for the books? Where do the taxes come from? Then follows still in this grade, an examination of the physical makeup of a book and a more careful lesson on its care; the arrangement of books on the shelves is considered and a brief beginning of classification is made. The fifth grade carries on this study and then proceeds to the dictionary. In the sixth grade more about classification—a subject which the children love. The catalog comes in the seventh grade, and the eighth introduces the children to an intensive study of the encyclopedia and some elementary reference books. In each grade there are recommended stories to be read and told, and at the end of the course a short list of books for the teacher-librarian.

The only cities which to my knowledge are working along this same line are Birmingham, Alabama and Pittsburgh. In Pittsburgh, where the organization is very similar to that in Portland, the head of the school department of the public library confers with each new teacher librarian and recommends that she take the course in children's book selection and story telling which is given by the Pennsylvania State College Extension in Pittsburgh on Saturday mornings from 10 to 12 o'clock. Another course, "The Organization of Library Methods and Materials for Platoon Schools" is being worked out. Negotiations have already been started to require both of these courses for all library teachers. I hope that if any other libraries go into the question of training, as these cities have, they may have the help and sanction of that great elder sister of both school and library, the state college or university.

In conclusion, let me express the hope that schools and libraries may work even more closely together from year to year on this problem of the training of teacher librarians. I hope that those superintendents who are not altogether satisfied with their platoon libraries may be led to share my conviction that special training in book selection and appreciation is necessary for their librarians. I am firmly convinced from Portland's experience that training of workers in this field should follow these lines. To quote Miss Howe again, "It is our impression that the emphasis in training for platoon

school library work should be placed on children's literature, book selection, and administration. Far too many schools are emphasizing the cataloging end, with the result that girls go out only half-prepared as catalogers and quite unprepared to give reading guidance." After all, reading guidance is what we are after. As I said before, the other things can be brought about by expert supervision.

Portland's effort to help is so far little more than a gesture, but we hope that it is the beginning of something bigger and better for the future. We librarians do not think we are making other librarians by our inadequate course of fifteen or thirty lectures, nor do the teachers feel that they are transformed in this amount of time. It is our first step in a very interesting experiment.

# Organizing Platoon School Library Work

By FRANCES H. KELLY

*Head of the Department of Work with Schools Carnegie Library of Pittsburgh.*

NEVER before in history has there been a greater opportunity provided for the demonstration of the educational, cultural and recreational contributions which the Library can offer to *all* schools, be they elementary, pre-vocational, intermediate, secondary, collegiate or professional. This opportunity is a constant inspirational challenge to those of us in library work who are especially interested in introducing the joys of reading to children as well as in imparting something of the skill and breadth of vision which accompanies the use of good books.

The platoon school, with its flexible curriculum, necessitating, as it does, the use of many books rather than one textbook, has not reached its highest potentialities if it has not made provision for adequate library facilities, judged from the highest professional standards both from the library as well as the school point of view.

The development of platoon school libraries thruout the country has been such a natural, inevitable and rapid one that many places have been taken unawares and boards of education in those places have been confronted with the difficult problems of organization and administration in an entirely new field. These problems are being ably or badly solved in various ways and in divers places, depending largely upon local conditions. As it is now certain that there will continue to be a constantly growing number of these libraries, there should undoubtedly be made a most careful study of desirable plans for their proper organization and administration.

In some places, the problem has been undertaken by the local public library; in others, by the board of education, which organizes a separate library department to develop the library work in the schools under professional library experts. A notable example of this type may be found in Detroit. In this connection, I would refer you to a very able article on "The Platoon School Library" written by Miss Marion Lovis of Detroit. It may be found in LIBRARY JOURNAL, January 1, 1927. In still other places, the library work in the schools is operating under a joint plan of co-operation between the board of education and the public library.

It is to an example of this third group that I will confine my discussion, because this is the plan under which we are operating in Pittsburgh and one with which I am most familiar. Co-operation of this same type you will find in other cities, two of which I will mention as particularly fine examples worthy of your further investigation, viz. Cleveland, Ohio, and Portland, Oregon.

In presenting to this group of distinguished educators some of the findings of our library experience in the Pittsburgh platoon schools, I wish to state at the outset that we do not claim that our plan is perfectly worked out, or that it is the only plan. However, we do feel (and I am speaking for the superintendent of schools as well as for the director of the library) that it has very definite advantages. Our own superintendent of schools, I might say, has had experience with all these plans for general school library work, and he has said more than once that he considers the joint plan of co-operation far superior to the others. The chance afforded in working out educational problems together from the informal as well as the formal method of teaching, certainly opens up resources which when combined are dynamic and far reaching forces for a more general diffusion of knowledge.

There is evidenced in Pittsburgh, it seems to me, a spirit of co-operation between the schools and the public library which is as nearly perfect as it is possible to have. This has been growing steadily ever since the library opened its doors in 1895, and is due to a number of contributing causes.

In the first place, Pittsburgh has a very splendid public school system, the development of which is entirely due to the present superintendent. In the thirteen years of his service to our

city, never once have I known him to hesitate to approve and promote suggestions for the betterment of library service in the schools. Convinced of the immeasurable value of books and reading, he would make it easy for all children in the schools to have access to the best possible library service.

In the second place, Pittsburgh has always had an unusually good public library system. The librarians of the public library have all been men of educational vision. It was recognized early in the history of the library that special service should be provided for the schools, and so a division of the children's department, designated as the schools division was was established in 1898 to conduct this work. The fact that the Pittsburgh library, with its unexcelled children's department and splendid training school for children's librarians, worked so closely with the schools, is, in itself, an indelible influence which should be mentioned. By 1920, the work had grown to such an extent that it seemed advisable to recognize its scope and place it under a separate department to cover all phases of library work in schools from the kindergarten thru the teachers' training school. The present director of the library, a school man for many years, has a particularly fine conception of what the public library should mean to the community and to the "school citizens" which make up so large a part of that community.

In organizing library work in the platoon schools of Pittsburgh, there have been, therefore, unusual chances given for the exchange of contributions both from schools and libraries. Our co-operative plan, as it has been worked out, provides for certain obligations on the part of each institution. Briefly summarized, the Board of Education provides the library room and its equipment, the reference books and magazines. It pays the salaries of library teachers and contributes a certain amount of money toward cataloging and transportation. It also furnishes special supplies. The Carnegie Library of Pittsburgh, on the other hand, recommends the librarians, furnishes all circulating books, does all cataloging, whether the books belong to the Board of Education or to the Library, does all the binding, and furnishes library supplies and library publications, one of which is a school bulletin published twice a month during the school year. It also maintains a schools department with a staff of fifteen and a separate book collection of forty thousand volumes. The head of the schools department has the supervision of all library work in the schools, recommends the library teacher and assists in the selection of equipment, approves all books added to the school library collections and conducts monthly meetings at the central library for the library teachers in platoon schools as well as other schools. This co-operative plan, I should add, covers all types of school libraries.

Eight objectives selected as desirable for the platoon school libraries were worked out originally by a committee made up of three platoon school principals, two library teachers, one of whom is a children's librarian of wide school and public library experience, and the head of the department of work with schools. Briefly, these may be stated as follows:—

1. The Library collects books and related literary materials in a specially equipped room.

I might state that for many years, we have had collections of library books in the classrooms, especially in those schools inaccessible to the public libraries. With the coming of platoon schools, however, it is possible to have a library room specially equipped, with a library teacher in charge of it. You can readily see that this not only makes for better administration to have one collection of books, under the supervision of a person definitely interested and responsible for the library work, but that the use of the material can be made much more effective.

The Board of Education furnishes the reference books and magazines recommended by the schools department. The first general basic list is to be supplemented each year by others. Books are never recommended until they have been tried out in the public library.

2. The Library centralizes information for every department, every teacher, every child.

This centralization of information makes for greater convenience from the standpoint of those using the library as well as for greater efficiency from the standpoint of library administration. This is not only an economical feature as far as the purchase of books is concerned but it also makes available to all teachers and pupils material which formerly was divided among many class rooms and limited in use to a small group.

3. The library teacher is effective because she becomes the school specialist in library work.

The classroom teacher chosen because of her particular fitness for this work should have knowledge of and enthusiasm for books, teaching power, ability to inspire interest, and last, but not least, a sympathetic understanding of children. Each semester she makes and carries out a brief course of instruction for every grade, working closely with all the teachers in the school to connect her instruction work, whenever possible, with the current work of other departments. In this connection, I should add, she uses for source material in making her own working outline, Rice's *Instruction in the Use*

*of Books and Libraries,* and Fay and Eaton's *Lessons on the Use of Books and Libraries* as well as instruction outlines from various cities in the country where good library instruction work is being done. She works closely with the public library in her district. Each month she attends meetings for the discussion of school library problems held under the auspices of the schools department of the Carnegie Library of Pittsburgh. Above all, she is untiring in her efforts to interest the children in learning to love to read good books.

4. The platoon library teacher has the best opportunity to reach the non-reading child.

This, to me, is an opportunity which cannot be measured. The public library can never hope to reach every child in the community without the aid of the school library. The library teacher meets every child in the school. She has the chance to study the interests, particularly of the child who is frankly not interested in, or even hostile to, reading, and she can, at least, strive to connect this type of child with the books that will arouse his interest in reading.

5. Every child has a definite library time allotment, grades one to three, being assigned to the school library once a week; grades four to eight, twice a week.

In the lower grades, the children listen to nursery rhymes, folk and fairy tales, myths, poems and animal stories; thus they become interested in reading very early. They receive simple instruction in the care of books.

The upper grades are taught how a book is made, its main parts, and how to care for it. They learn how to use simple reference books, and how to take notes upon the material found; they become familiar with library procedure. The children also spend their time in discussing the books which interest them, in listening to stories, and in playing book games of various kinds. Special permission is given to older children to come to the Library during the school day to look up reference questions for their class work. If the school is located at a distance from the public library, the children are allowed to select books for home reading once a week.

6. Regularly organized reference work develops a habit for careful and intelligent use of books.

This, of course, is a very valuable contribution to the training of the child. Knowledge of how to use books, coupled with a familiarity with general reference books that are likely to contain the information desired, should be taught in the grades. This involves instruction in note taking and ability to summarize the main parts of each paragraph read. The library may be made a laboratory for acquiring skill in the use of books. This training of children in the use of their study time to the best advantage is so important that it alone would seem to justify the place of the library in the school.

7. The library atmosphere creates a desire for extensive reading and book discussion.

In the library, every child has a chance to see and to use books on many subjects; by being subjected regularly to these influences he gradually acquires an intimate feeling and regard for books that will lead him unconsciously to develop a browsing habit. This will influence his entire life. Aristotle has truly said, "That to which we become accustomed, becomes, as it were, a part of our nature."

Another phase of this which may be overlooked is the influence on the families of the children. Parents are kept informed concerning the books the children are reading. One of our library teachers told me recently of an Italian boy, sixth grade, who told her that his father and his uncle insisted that he read his library books aloud to them in the evenings. Sometimes, the neighbors join this little circle. Naturally, he has been concerned in choosing stories which they would enjoy. Moreover, the children are taking pride in owning books and this should be encouraged. The manual training teacher in one of the schools in a foreign neighborhood said the other day that the boys are now asking to make book racks, whereas, not long ago, he could not persuade them to make any for they had no books to put in them.

8. By establishing permanent reading habits the library leads more children to better use of leisure time.

In the lower grades, the library teachers begin by using illustrated editions and by telling nursery rhymes and folk tales, keeping foremost in mind the idea of having the children "like the book and the feel of a book." This is an admirable beginning. Great leeway is granted the child in the selection of his own books, and encouragement given him to relate to others in the group something about them. This chance for self-expression is valuable for the child as well as for other members of the group, some of whom are much more likely to be interested in the point of view of one of their own number than in that of the library teacher.

Reading is the subject, which, more than any other, continues after formal school training is over to contribute to mental development. All teaching which will help to establish a permanent and intelligent reading habit will contribute to the enrichment of the life of the individual and to the individual's value to the community. From the standpoint of the individual, the developing of a permanent reading habit early in life opens the door to worlds otherwise rarely attainable. From the standpoint of the community, an individual's use or misuse of

leisure time is of paramount importance. In this connection, the worth of intelligent reading habits is immeasurable in combating the influence of unworthy diversions, and in promoting intelligence and efficiency. All of this leads toward the accomplishment of what in my opinion is the main objective in school library work—namely, to induce the child so to love books that he will be dependent on their use *all* his life.

Thus, in considering the important high lights in organizing platoon school libraries, there are four important factors that I would point out for your careful consideration. First, the selection of a librarian, or a library teacher, who has appreciation of fine things, knowledge of books, understanding of children, and enthusiasm for the task of bringing the book to the child and the child to the book. She should have special library training, particularly in children's book selection and in library methods. Second, the provision of a large and varied collection of good books selected with due regard to the interests of children. The influence of living with the right kind of books cannot be overestimated. Every encouragement should be given to children to browse among books which represent the best thoughts of the ages on all subjects which touch upon the interests of every type of boy and girl. Third, the library room. The mere effect of a pleasant well-lighted room, inviting because its walls are furnished with an appropriate picture or two, its book shelves comfortably filled with the best books in attractive bindings, bulletin boards on which there are seen interesting posters and enticing book notes for the little readers, as well as for the older boys and girls, is one that will influence the children not only to do some exporation or investigation for themselves but to want to share their interesting discoveries with their classmates. Fourth, ample provision for library work in the school curriculum commensurate with that assigned to other subjects of instruction.

# Grading Reference Work

By C. EDWARD GRAVES

*Librarian, Humboldt State Teachers College, Arcata, California.*

THE subject of measurement is one of the livest of all subjects in the field of education to-day. In the present-day necessity for standardization of educational institutions, there seems to be a need for some method of determining scientifically the quantity and quality of work that students in these institutions have done. The development of the science of statistics, in its rapidly increasing momentum, began to have an appreciable effect on educational procedure some ten years ago. It started out by showing that there is no absolute standard of achievement in any subject in the curriculum, and that therefore the percentage system of grading quality in the work of students is not scientific. It went on to prove that practically all human measurements, both physical and intellectual, if unselected and taken in sufficient number, can be charted on a curve that will show a symmetrical development from the lowest point to the median and thence inversely to the highest point. This has been the "normal curve of distribution." Educators, proceeding from this foundation, have evolved tests of intellectual ability, known variously as intelligence tests, general information tests and aptitude tests, which are supposed to place a student definitely at some particular point on the "curve." The same theory has been applied to regular examinations in class-room work in our schools and colleges, all with the idea of measuring relative, instead of absolute, achievement in the various subjects. In most of these tests, the time element has an important part. Enough questions are asked, or enough tasks are set, so that no student can possibly finish them all in the time limit, and the resulting grade shows his power of concentration and mental agility, as well as his grasp of the subject.

To what extent library schools are keeping abreast of this educational measurement movement is not within the province of this paper to discuss. It seems evident, however, that institutions employing librarians newly graduated from library schools would be directly interested in the achievement record of those librarians during their library school course, and that therefore the grades assigned to them in the various subjects in the curriculum should receive careful consideration. If, for instance, a grade of B in one library school is equivalent to a grade of C in another school, due to a difference in standards of measurement (not in grade of instruction), it would obviously work a hardship on the graduates of the latter school in applying for a position in competition with the graduates of the former school. But I started out to discuss the grading of one branch of the library school curriculum, reference work.

Let us approach the subject from the standpoint of the employer. Assuming, of course, that certain personal qualifications, such as

courtesy, cheerfulness, tact, accuracy and so forth, are first of all required, what other qualities or abilities would an administrator desire in his reference librarians? Since the main duties of this position are to find information, or to show other people where it can be found, would it not be true that the abilities brought out by the new type of examination mentioned above would be most important to the employer, namely, a high power of concentration, good mental agility, and a grasp of the subject that would enable a reference librarian to arrive at his desired goal in the shortest possible time? From the standpoint of efficiency and amount of work accomplished, there could hardly be any question as to the truth of that statement.

At this point let me state that the questions raised thus far are not leading toward any preformed conclusion on my part. Indeed I doubt whether any valid conclusion on the subject can be formed, for some years to come, if at all. I merely wish to stimulate thought by presenting some data that I have gathered during the last two years in my classes in library training. Assuming the truth of the last statement in the preceding paragraph, I decided that it would at least be worth an experiment to grade the reference problems of my students on a time basis. Previously I had been giving them the old-style problems, containing a certain number of questions to which answers were to be found with no limit to the time allowed. I remember that one of my fellow-students in library school days once spent about twelve hours on such a problem. He sertainly was to be commended for his perseverance and may have been rewarded with a higher mark than some of his fellow students who preferred to spend some of their time in other ways, but the comparative value of his services as reference librarian was at least a debatable point.

I selected for these time problems fifteen easy questions and asked the students to find as many correct answers as possible in the regular fifty minute period. I jotted down on each paper the time of beginning and ending work, so that no unfairness could creep into the grading in that respect. The number of correct answers varied from three to fourteen, giving me a very good distribution of achievement for grading. Many of the students complained, however, that they couldn't get the books that they wanted at the right time, and others asserted that they were handicapped by nervousness over the outcome. The first difficulty would not exist in the case of a small class, or if it were possible to divide the class into small sections. The second might disappear if the test were repeatedly given. It is the first difficulty that has prevented me from giving this type of test regularly. Large classes and a small amount of working space cause too much confusion.

One of the surprising results of the tests is that many of the poorest students in the class, judged by their work in the rest of the course, turned in a high grade of work on the time basis, while only a few of the students who finally received a grade of A in the course did A grade work on the time basis. (We grade on the five-point system, A, B, C, D, minus.) Out of one hundred and forty-six papers turned in from four different classes, twenty-six were given grades of A. Out of these twenty-six, six received final grades of A in the course, ten received B and ten received C or lower. Three students who failed in the course received grades of A in the time problem.

One might be tempted to think that some unfairness on the part of the students was responsible for these results. Every instructor is conscious of the temptation involved on the part of unscrupulous students when working with no direct supervision. My only approximation to a solution of this difficulty has been to require the signing of a pledge that they have neither given nor received aid in working out their problems. However, they had just as much opportunity to play the game unfairly in their other problems as in the time problem, and I can therefore hardly give that explanation much weight in the present instance. The most obvious conclusion would seem to be that special aptitude in reference work, so far as efficiency and quantity of work accomplished is concerned, has no direct relation to excellence in other types of library work. One might also conclude that perseverance in reference work is a quality that does not always go hand in hand with the power of concentration or mental agility. Administrators, who have to consider both quantity and quality of work accomplished, would presumably like evidence on both of these points from library school statistics.

As I suggested before, any conclusions drawn on this subject must be merely tentative. I am not sure that there is any value in the data presented. I am sure, however, that all grading systems of the present day are very inadequate, but I believe that the comparatively new science of educational measurement will eventually, if diligently pursued, give us the means of ascertaining with a fair degree of accuracy both the qualitative and quantitative achievements of our students in library work.

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"Curiously enough, adult education is often thought of as education for those who missed the opportunity of education in their youth. On the contrary, it should be regarded, far more fundamentally and broadly, as the needed stimulus and training for all minds that have grown beyond the easy judgments and the rather superficial training of youthful immaturity. H. A. Overstreet.

# Emory University Library First Unit

*A First Unit of the Million Dollar Library Planned for Emory University. Described by Margaret Jemison, the Librarian, and Edward L. Tilton, Architect. Photographs and Plans Are Reproduced Thru the Courtesy of Mr. Tilton's Office.*

IN June, 1924, the trustees of Emory University authorized the construction of a library building, the first unit to cost $400,000—but to be planned for a future extension at an ultimate total cost of approximately one million dollars. The architects selected were Edward L. Tilton, a specialist in library design, and Ivey & Crook Associates to superintend the construction.

Ground was broken in February 1925, and one year later the building, substantially completed, was dedicated to the principal benefactor of Emory, Asa Griggs Candler.

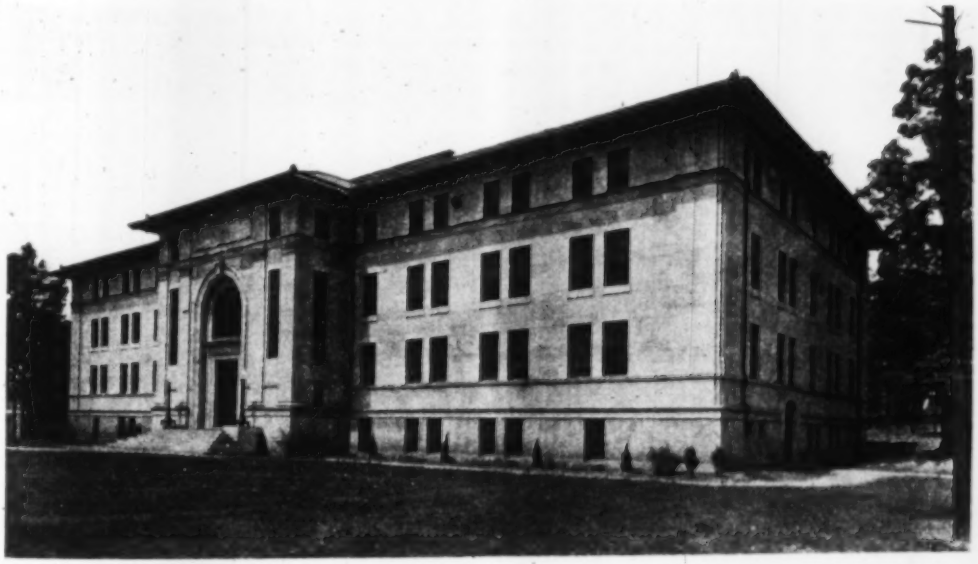
Centrally located at the head of the campus, its exterior harmonizes with the other buildings in its use of Georgia marble but the white, grey and pink marbles are uniquely distributed so as to accentuate the entrances, with the grey, and the cornices, with the pink.

The design is based on the Italian-Renaissance, an appropriate style for a library, symbolic of the revival of learning. The building is fire-proof, of concrete, steel and brick construction. Its dimensions are 170 feet by 75 feet by a height of three stories above the basement.

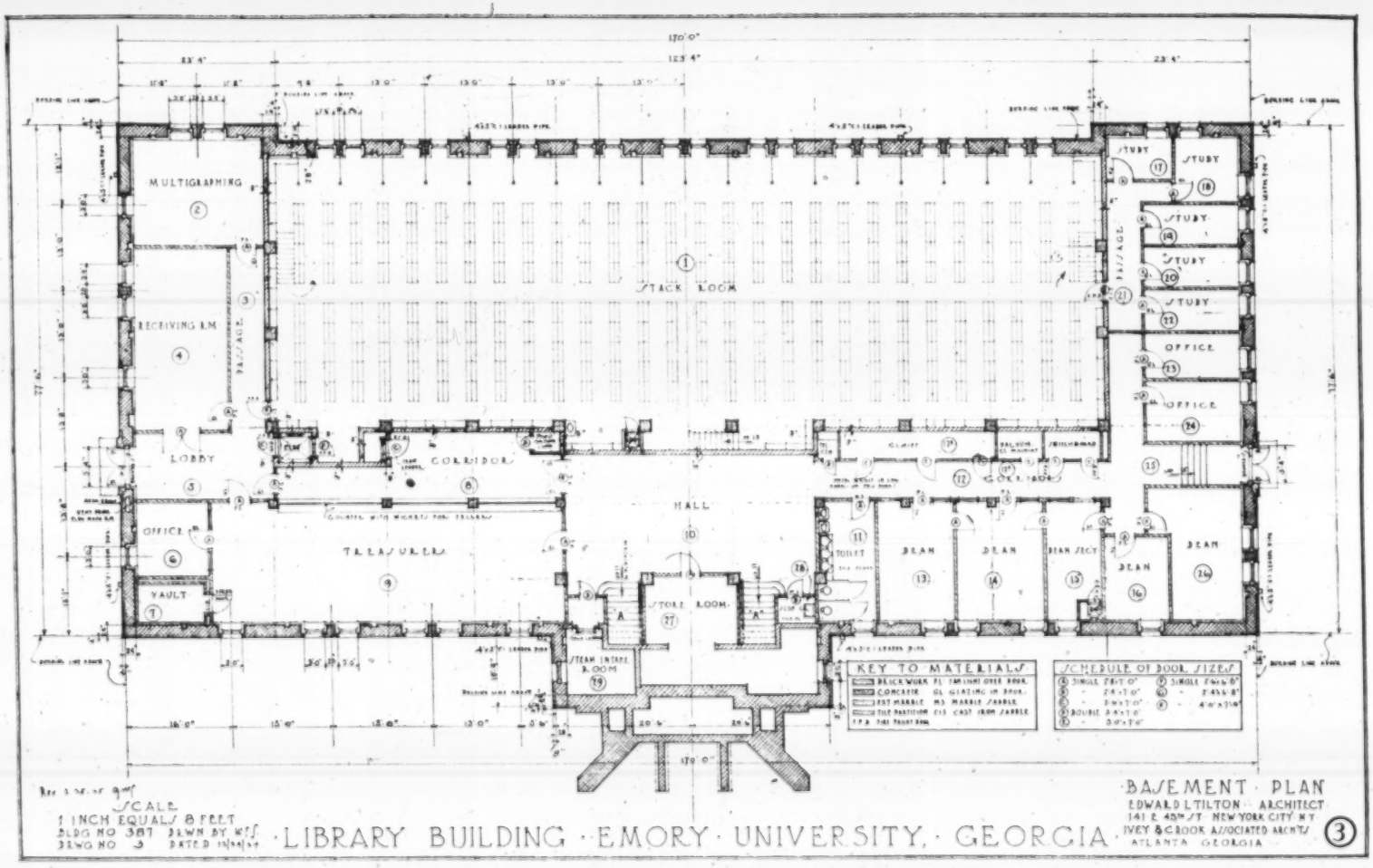
Reference to the accompanying floor plans will elucidate the following descriptions. From the main entrance, broad stairways conduct to the main library floor, opposite the delivery desk of the circulating department. To the left, are the card-catalog cases beyond which is the cataloging department. To the right of the delivery room are the offices of the librarian, secretary, director and reference librarian.

The lofty delivery room is skylighted and casement windows open on three sides from a mezzanine story. Between these casements are busts of Homer, Plato, Demosthenes and Virgil while beneath them a frieze reproduces Thorwaldsen's reliefs of the Triumphal Entry of Alexander into Babylon.

From the delivery room, doors open on each side of the desk into the main reading and reference room, forty feet wide and one hundred and forty feet long with seats at tables for two hundred and sixty readers. This room, occupying the height of two stories, is amply lighted by lofty arched windows. Its walls are lined, seven feet high, with book-cases whereon are shelved ten to twelve thousand dictionaries, encyclopaedias and a rapidly accumulating col-



IN DESIGN AND MATERIAL—WHITE, PINK AND GREY MARBLE—THE BUILDING HARMONIZES WITH THE OTHER BUILDINGS ON THE CAMPUS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ATLANTA GEORGIA
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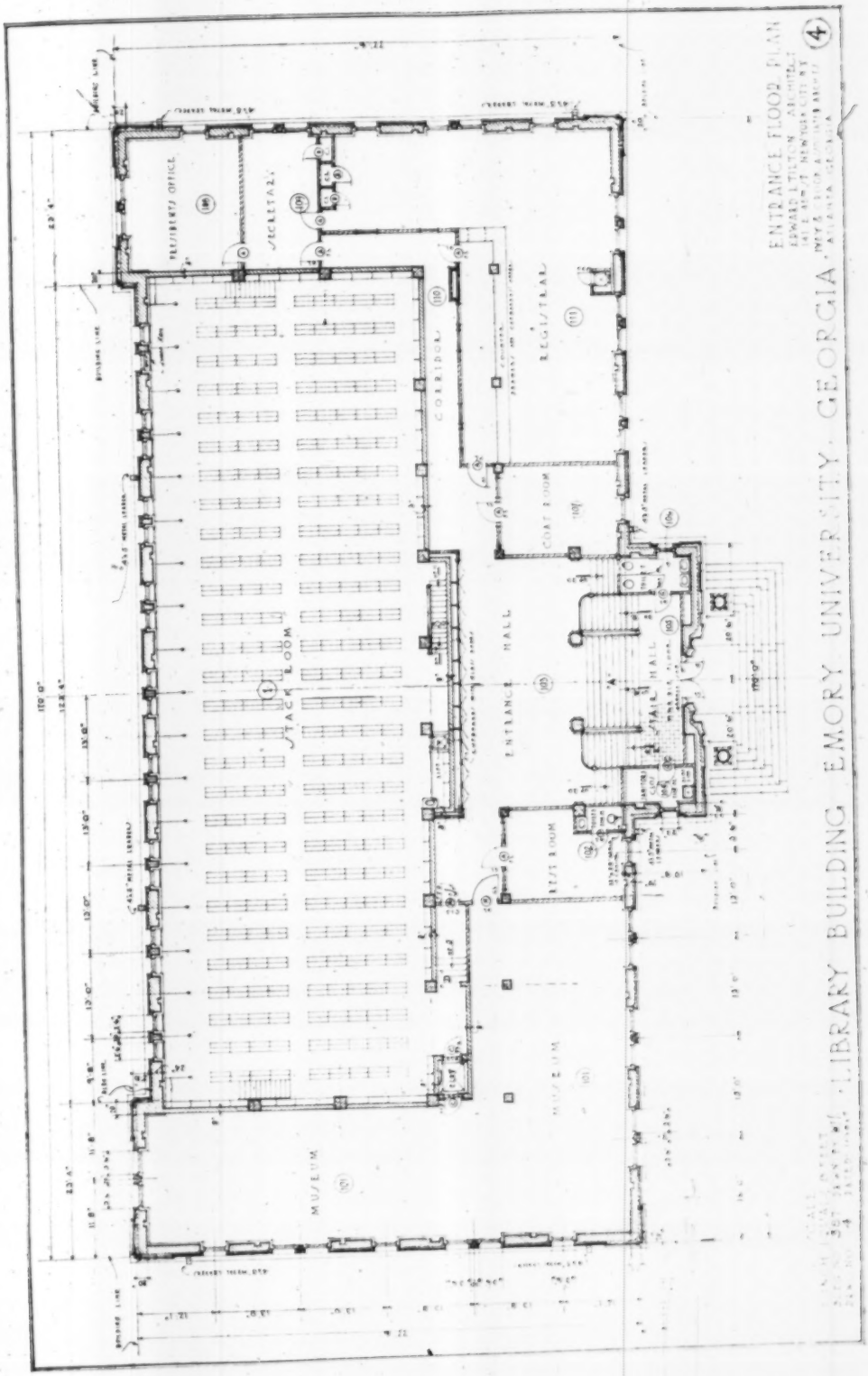
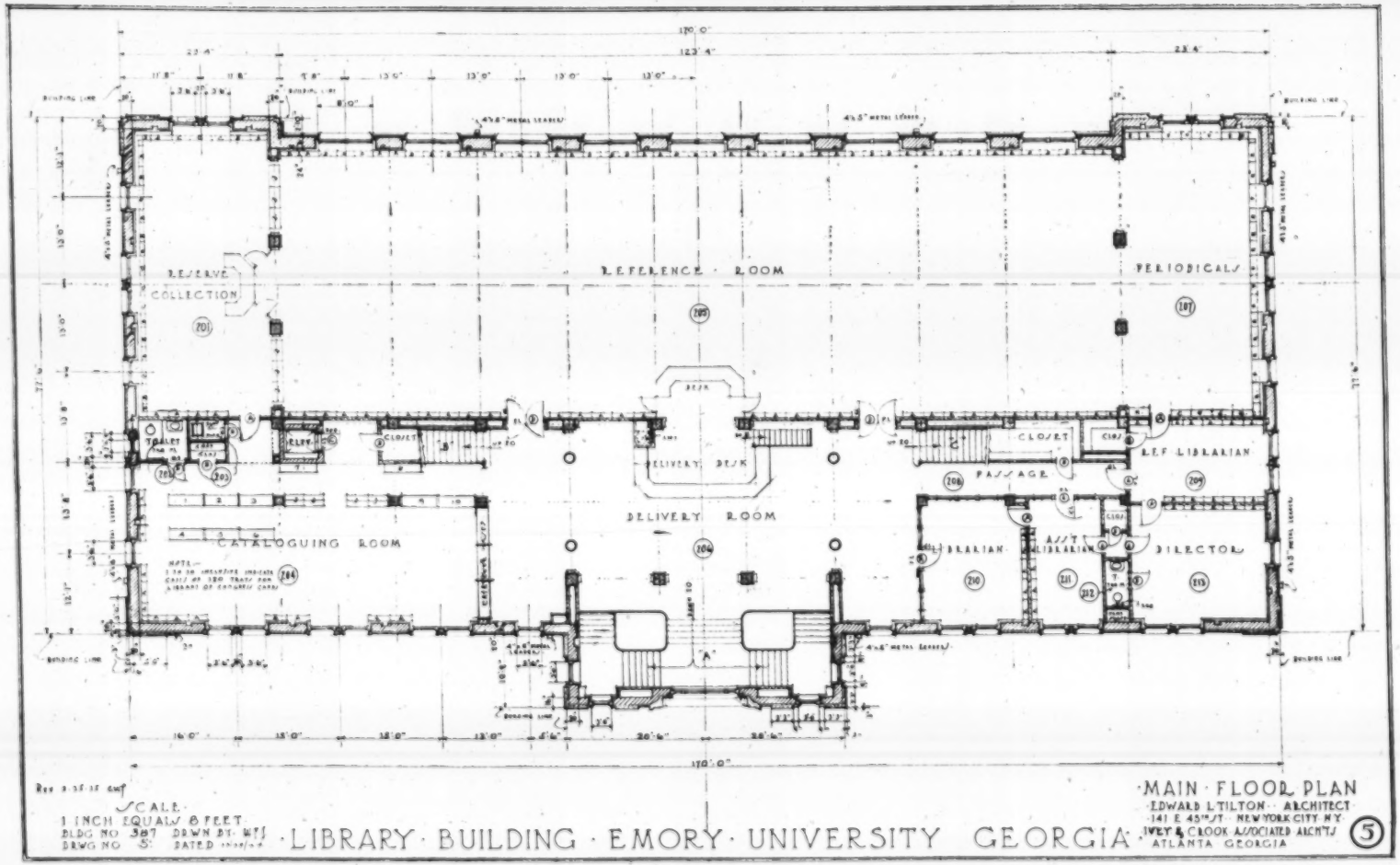
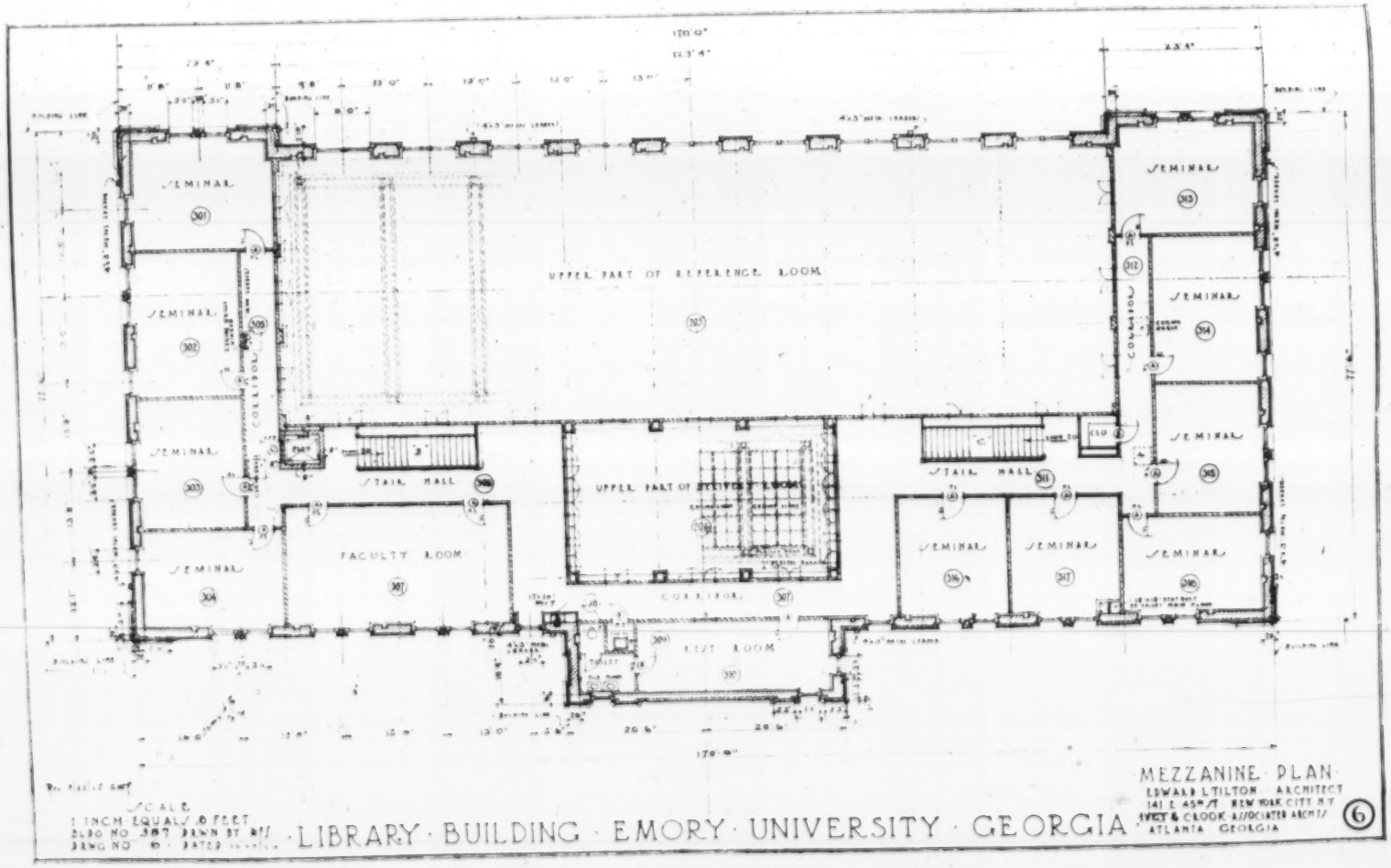
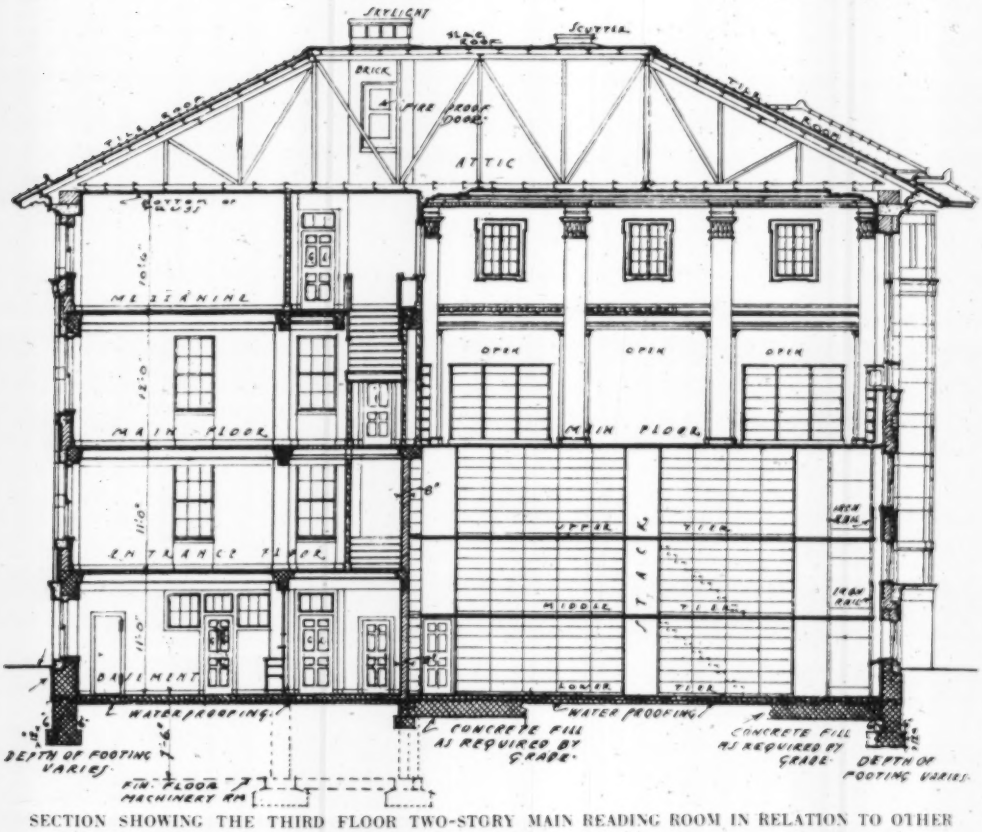

ENTRANCE FLOOR PLAN
LIBRARY BUILDING EMORY UNIVERSITY, GEORGIA
STACK ROOM
ENTRANCE HALL
STAIR HALL
COURT ROOM
CORRIDOR
REGISTRAR
SECRETARY
PRESIDENT'S OFFICE
MUSEUM


REFERENCE ROOM
RESERVE COLLECTION
PERIODICALS
DELIVERY DESK
DELIVERY ROOM
CATALOGUING ROOM
PASSAGE
REF LIBRARIAN
DIRECTOR
CLOSET
TOILET
ELEV
SCALE
1 INCH EQUALS 8 FEET
BLDG NO 387 DRAWN BY WJ
DRWG NO 5 DATED
LIBRARY BUILDING EMORY UNIVERSITY GEORGIA
MAIN FLOOR PLAN
EDWARD L TILTON ARCHITECT
141 E 45TH ST NEW YORK CITY N Y
IVEY & CROOK ASSOCIATED ARCHTS
ATLANTA GEORGIA
5

March 15, 1927


SEMINAR
UPPER PART OF REFERENCE ROOM
TAIL HALL
FACULTY ROOM
CORRIDOR
REST ROOM
SEMINAR
SEMINAR
SEMINAR




SECTION SHOWING THE THIRD FLOOR TWO-STORY MAIN READING ROOM IN RELATION TO OTHER DEPARTMENTS

lection of standard reference works, required by the University's curriculum.

A large alcove, at one end of this room, has special shelving for several hundred periodicals, with cupboards beneath for the magazines awaiting the binder. At the opposite end, a similar alcove, with special attendant, is for books reserved for current undergraduate courses. Eventually this service will expand and be removed to two large rooms on the floor below now occupied by the museum and to the rooms at the opposite end of that story now occupied by the offices of the president, his secretary and the registrar. The two alcoves increase to 324 the possible total seating capacity of the reference room.

The top story of the library includes several seminar rooms, of which the largest is, at present, a faculty-club room and two others have been reserved temporarily for the debating societies.

Returning to the entrance floor, opposite the doorway is a row of glazed exhibit cases. To the left is a large, well-lighted L-shaped room where the Egyptian-Babylonian museum is installed. To the right are the administrative offices of the university and library.

Descending to the basement floor (only a few feet below grade level) at the left end of the building, is the door thru which all packages and cases for the library are delivered. Adjacent is the receiving room where the packages are opened, contents checked and either stored, temporarily, in the adjoining stack room or are sent by elevator to the cataloging room above. The present treasurer's office will ultimately become the cataloging room.

At the opposite end of the building, on this floor, are offices for the several deans and assistants of the academic departments. Eventually these offices may be converted to study rooms similar to those at present shown on the plan and which connect with the stack and are for the use of privileged workers.

The metal stacks are of Snead Company make, with a capacity of 325,000 volumes. Along the outer wall are small carrels for the use of professors, advanced students and visiting scholars when granted the privilege of using the stack.

# Pasadena's New Public Library

By GEORGE ANTON DIEHL
*Pasadena (Calif.) Public Library.*

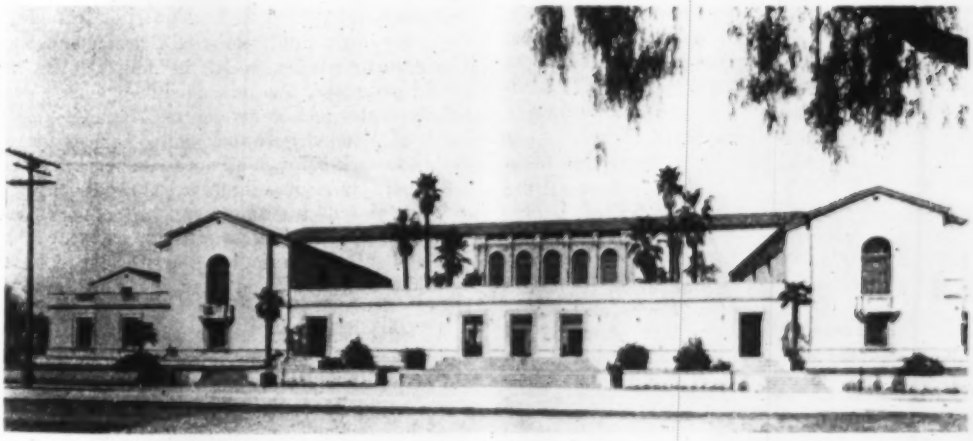
COMPETITION of the new main public library of Pasadena, Calif., marks the first great accomplishment in one of the major projects recommended by the Planning Commission appointed, in 1923, by the Board of City Directors for the purpose of giving to Pasadena the best possible advantages for future growth and development. This project consisted in the establishment of a civic center which should include three much-needed buildings—a new city hall, a municipal auditorium and a new public library. The public library is the first of the group to be completed, and it is propitious that its opening and dedication should have occurred on February 12—Lincoln's birthday—thus linking the power of knowledge with the name of the great Emancipator who was transformed, thru the study of books, from a humble rail-splitter into a president who rendered unparalleled service to his country.

## General Survey

Situated at the intersection of Garfield Avenue and Walnut Street, the library makes a most impressive and satisfying appearance as one views it down the long stretch of Garfield Avenue. It is related more to the Italian Renaissance than any other type of architecture and fits gracefully into the general Spanish style adopted for the civic center as a whole. Low steps approach wide terraced brick walks which lead to the periodical and newspaper department on the right, the boys' and girls' department on the left and a connecting garden wall between, which lends seclusion to a charming enclosed patio and forms a front entrance reminiscent of buildings of classical Europe. Open wrought-iron gateways give admittance to the patio which is paved with brick and beautified by luxuriant tropical trees and shrubbery. Broad stone benches afford resting places on either side, and a fountain which is a replica of the alabaster fountain in the Mirador de Daraxa at the Alhambra, Spain, adorns the center. Our-of-door reading- rooms for boys and girls on one side of the patio and adults on the other side have been cleverly achieved by the use of low privet-hedge which separates these spaces from the rest of the patio without detracting from its general appearance of expansiveness.

The interior of the building gives an immediate impression of cheerfulness coupled with dignity. Colorful draperies in gold, orange and henna shades blend harmoniously with the rich dark tones of the woodwork, and a number of high, clerestory windows shed daylight that is somewhat subdued yet suggestive of sunshine. Desks, tables and chairs for all public rooms were specially designed and installed by the Library Bureau and reading-lamps of artistic workmanship add to both comfort and beauty.

The mechanical construction of the building has been carefully worked out. In all departments where reverberation of sound would be a disturbing element to readers, porous acoustic



FRONT OF THE BUILDING AS SEEN FROM GARFIELD AVENUE

PERIODICAL AND NEWSPAPER DEPARTMENT

plaster has been used which proves highly satisfactory in absorbing sound waves. There are no long corridors and public stairways. Entrance to all other adult departments must be made thru the great circulation hall, thus simplifying the work of supervision. In design, proportion and symmetry, the library is an achievement which adds new distinction to the names of its architects, Myron Hunt and H. C. Chambers. Its practical usefulness, the careful grouping of allied departments and many details of convenient arrangement are the result of wise and thoughtful planning on the part of the librarian, Miss Jeannette M. Drake, who was aided by helpful suggestions from the Library Advisory Board and members of the staff. The entire responsibility of the furnishings and draperies was left to Miss Drake.

### Circulation Hall.

Three wide entrances open from the patio into the great hall of the building where all the business of issuing and receiving of books, registering borrowers and giving general information for adult departments will be transacted. Public telephones and check room are situated near the entrances. Books and magazines for general circulation are arranged on open shelves and racks artistically built into the high wainscot running around the lower part of the walls. The seven-day collections of fiction are kept on these shelves and a "browsing corner" containing attractive editions of standard novels forms an interesting feature of the room.

The circulation hall is about two hundred feet long, forty-five feet high and thirty-three feet wide. The somber tones of woodwork are relieved and brightened by henna-colored velvet hangings at either end,—a color and material which finds repetition in the upholstery of two large Italian arm-chairs and in cords connecting the posts of the wrought-iron railing about the central charging desk. The walls have been kept plain and simple except for the adornment of four exquisite seventeenth-century Flemish tapestries and two great Persian rugs loaned to the library by a public-spirited Pasadena citizen. The acoustic plaster, which is inclined to be of a cold gray hue, was mixed with expensive dry colors to give it a warm creamy tint. The ceiling is of paneled redwood stained to blend with the woodwork below, and cork tile carpet covers the floor. Handsome lighting fixtures consisting of a metal reflector above and an "X-ray" corrugated mirror-back glass reflector carrying 500, 750 and 1,000 candle lamp power throw rays of light down to what is called the "human level."

A conveniently arranged workroom immediately back of the loan desk provides a place out of public sight for the renewal, discharging and sorting of books. Other clerical work is done in a private room opening off the circulation hall. The catalog is situated near the

THE PETER PAN ROOM, THE HOME OF THE BOYS' AND GIRLS' DEPARTMENT

reference room so that it is easily accessible from all public departments.

### Stack Room

The library is essentially a one-story structure but, for purposes of artistic effect and practical utility, it has been extended in the central section to two and three stories. The stack room situated just beyond the circulation hall is high enough to accommodate four tiers of book stacks which will be open to the public. The total capacity of this space is 250,000 volumes but, at present, only the main floor and one-half of a tier below will be needed. The stacks are Library Bureau bracket stacks with paneled ends in olive green.

Unusually fine lighting facilities have been gained in the stack room. Rays of natural daylight and sunshine coming thru overhead sky-lights are reflected by a white Verona marble flooring, and broad aisles provide roomy open spaces between ranges. The tiers below the main floor which do not receive much daylight are generously flooded with artificial light.

### Reference Department

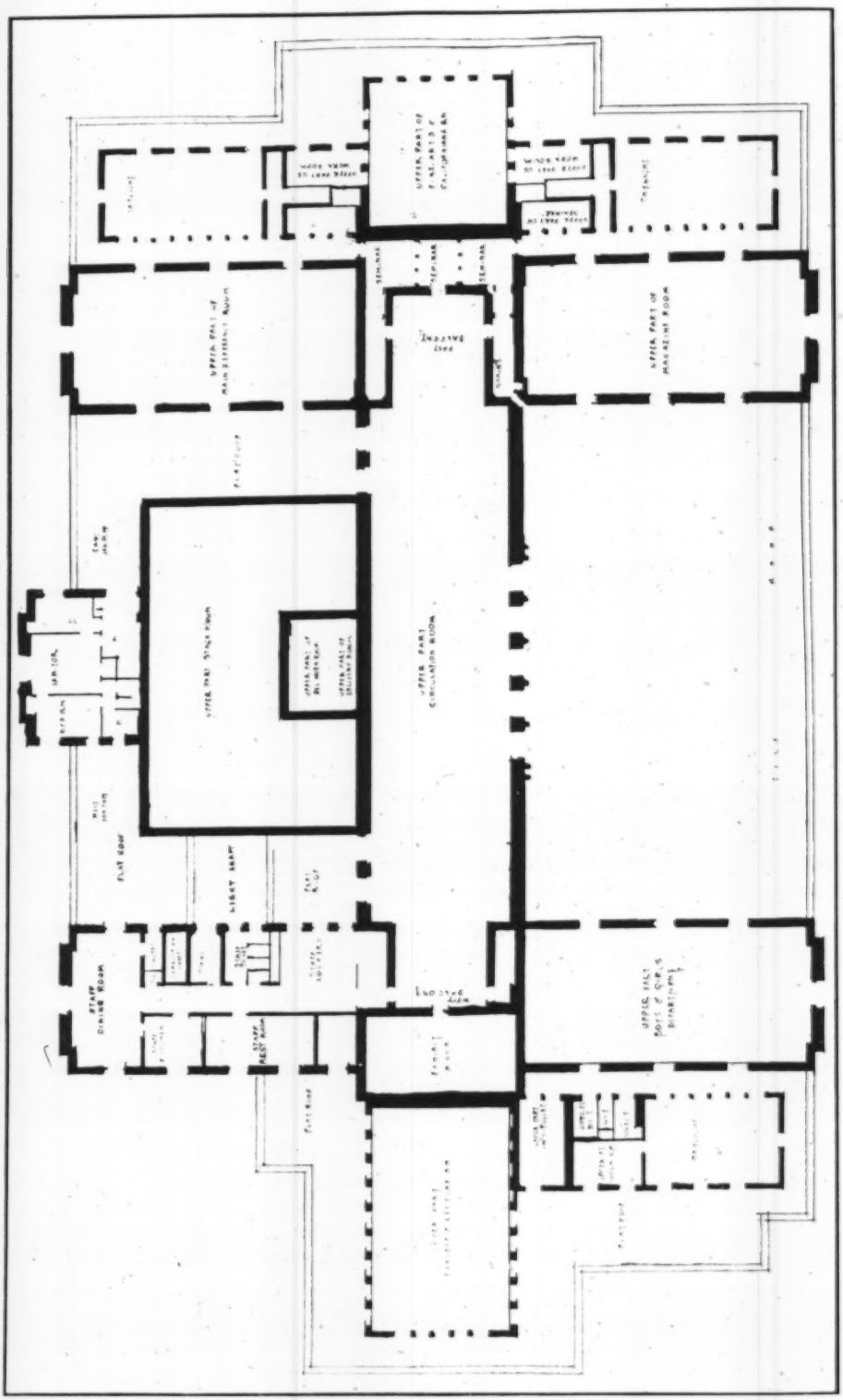
The reference room proper is a delightful room of large proportions, about sixty-six feet in length and thirty-two feet wide. There is shelving space for more than five thousand reference volumes around its walls, and additional provision for frequently used reference material is supplied by a book-closet opening off the reference room vestibule. Natural daylight is admitted in great abundance thru north windows and long east windows overlooking the grounds. At night, reading-lamps with pig-skin shades augment diffused light from the overhead fixtures of this department as elsewhere.

A matter of vital importance to the reference librarian and of great convenience to the independent worker has been happily worked out in the close grouping of all departments into which a research worker must go. Bound magazines and government documents are shelved in rooms closely adjoining the reference room on the left while pamphlet material and the circulating picture collection are easily accessible on the right. Fine arts and Californiana form part of the reference collection and are shelved in a separate department adjacent to the reference room.

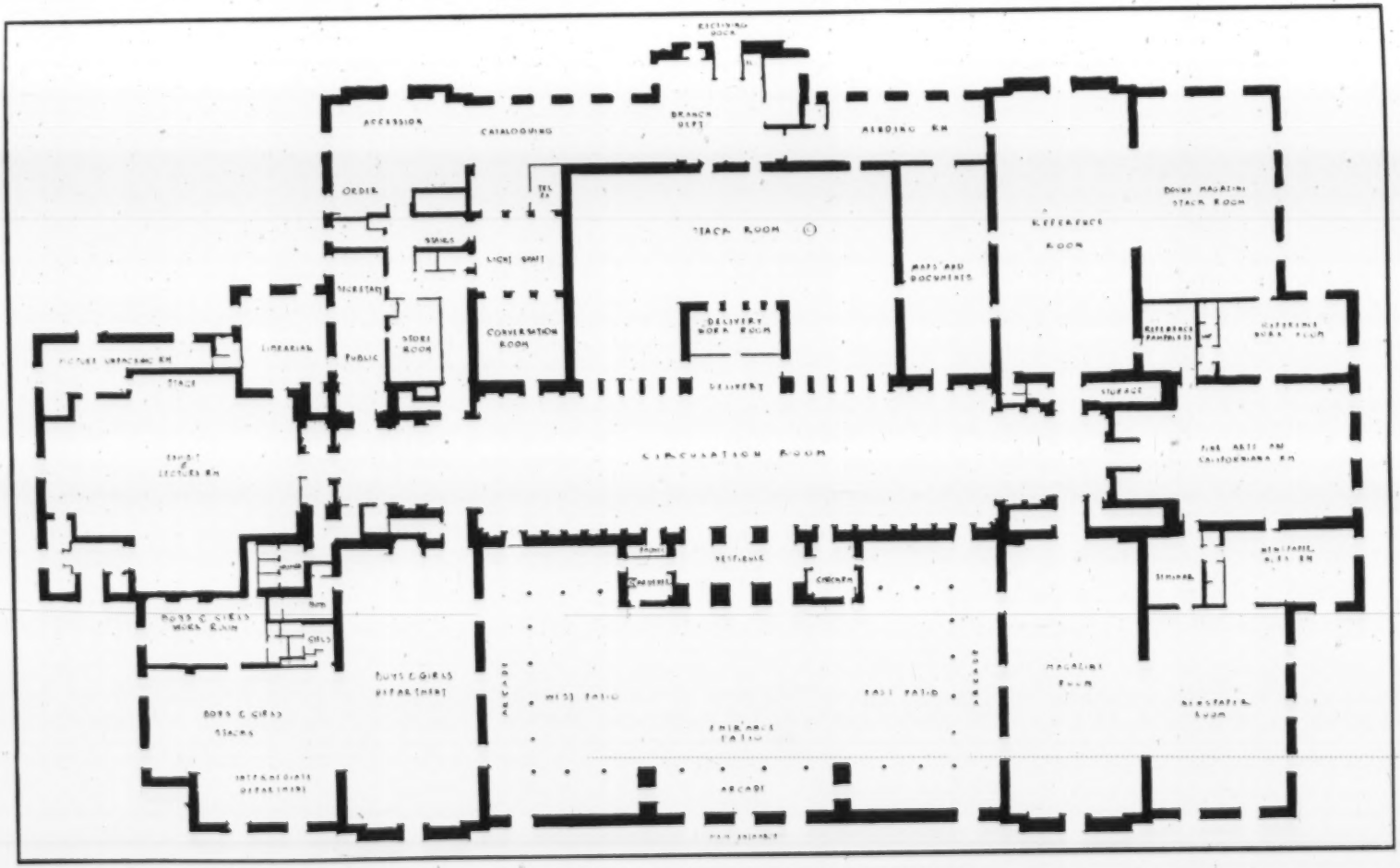
The comfort of students has been especially considered in the arrangement of the reference room. Tables and chairs invite restful, pleasurable study while extra tables for periodical indexes and ready reference books, atlas and dictionary cases supply additional conveniences. Special advantages for quiet study among clubwomen, business men, debaters and other students are afforded by four seminar rooms which may be reached by short flights leading up from the reference room.

### Fines Arts and California Department

This room is situated at the east end of the circulation hall and contains many of the richest treasures of the library. It is supplied with a



PASADENA PUBLIC LIBRARY, SECOND AND CLERESTORY PLAN




PASADENA PUBLIC LIBRARY, LAYOUT OF THE FIRST FLOOR

number of glass cases for the preservation of rare volumes of first editions, valuable books which are out of print, manuscripts pertaining to early California history and other material that would be difficult to replace. The music collection is shelved here and many of the expensive illustrated art books which the library owns. The collection of circulating pictures is filed in cases in the workroom adjoining, which will also be used by the reference room.

### Periodical and Newspaper Department

More than four hundred late magazines and about fifty newspapers may be read in the periodical and newspaper department which lies opposite the reference room and is of about the same form and dimension. Magazines are arranged in alphabetical order on sloping shelves around the room while newspapers are attached to files which are fitted into convenient wall spaces. Local papers in great demand must be used at standing-height tables in order to insure a fair service to all the people wanting to read them. Other papers and current magazines may be taken to comfortable reading-tables within the room or to the out-of-door patio which is reached thru a doorway leading from this department.

Back numbers of unbound newspapers are filed in a room behind this department, and bound newspapers are shelved in a well-lighted and well-ventilated room below. A workroom at the rear is provided with an outside entrance which has a sloping incline for the use and convenience of people in wheel-chairs.

### Boys' and Girls' Department

A thoroly delightful part of the library is the boys' and girls' department, which has its own out-door reading-room and separate outside entrance. It is very appropriately called the Peter Pan Room, for even grown-ups sense the spirit of youth as soon as they enter its portals. An atmosphere of "Peter-Pantheism" is suggested in the comfortable fireplace surmounted by its Peter Pan frieze sculptured and presented to the children of Pasadena by Miss Maud Daggett. It is suggested in the gift of Mr. L. H. Farlow,—a ship which is a model of the "Constitution" so closely associated with the early days of our history. It is suggested by shelves low enough for little folks to reach; by cheerful draperies and small furniture; by the whole glorious array of lovely picture-books and everything pertaining to the kingdom of childhood.

OUTDOOR READING ROOM AND PATIO

An intermediate department adjoins the Peter Pan Room, containing books specially selected for older boys and girls. Reference books are shelved here also and the interesting collection for the "clean hands" shelf. A workroom for the boys' and girls' department is provided in the rear and a story-hour room is blocked in overhead which will be finished later.

### Lecture and Exhibit Hall

The auditorium situated at the west end of the circulation hall will be used for club programs, free educational lectures and exhibits and other meetings of instructive value. It is closed off from the main part of the library by a lobby with double doorways which are draped with velvet curtains. Further provision against interference with other parts of the library is supplied by soundproof walls and a separate outside public entrance.

The seating capacity of this room accommodates about 300 people. Folding chairs with burned orange slip-overs will be used for audiences and removed from the room if necessary. A lecture platform occupies one side, and a place has been provided for a moving-picture apparatus when talks require the use of illustrations. The walls are covered with burlap beneath which wire mesh has been laid over wood paneling so that unframed pictures may be hung by means of clips. Sufficient daylight is admitted thru overhead windows, and wires have been introduced for individual fixtures where ever artificial light may be needed.

A great convenience in connection with the

auditorium is an unpacking room at the rear with an outside entrance. Here pictures and exhibits of other kinds will be received and cared for without interference with the main part of the auditorium. The unpacking room will also have an electric stove so that tea and other refreshments may be prepared for club meetings and gatherings of a social nature.

### Administrative Quarters

A doorway opening from the circulation hall gives admittance to the librarian's office and that of her secretary. A long table is provided in the librarian's office for meetings of the Library Advisory Board. Blue and gold colored draperies and rugs and other appropriate furnishings make the room inviting and attractive.

The secretary's office adjoining answers the purpose of a reception room for people having business with the Librarian. It is fitted with letter files and other necessary equipment and comfortable chairs and other furniture in Chinese peel.

A spacious supply room adjoins the secretary's office.

### Order and Catalog Departments

To the left of the staff entrance, which is on the west side of the building, is a long, commodious room for the use of the order and catalog departments. There are tables and shelves at the far end for the accommodation of branch librarians and, at present, general mending will be done here also. An outside rear entrance is provided for the delivery of books and a freight elevator carries them to the floor below. Janitors' living quarters which are blocked in overhead may be reached by a stairway near the rear entrance. The telephone exchange is adjacent to the catalog department.

### Staff Quarters

The staff entrance gives direct admittance to a stairway leading to the staff quarters above. These consist of a dining room and kitchenette, a rest room, lockers and lavatories. The dining-room is especially attractive with its brilliantly-figured chintz draperies, grape-green furniture and rush-bottom Mexican chairs. There is also a most delightful roof-garden which has been furnished by staff funds with comfortable lounging chairs, tables and large umbrellas.

Further comfort and convenience has been provided for the staff by the introduction of separate cloak-rooms and lavatories in all departments of the library which are far removed from the general staff quarters.

### Conclusion

In conclusion, a word should be said regarding the expense incurred by the city of Pasadena for this first unit of the civic center scheme. The cost of the library building was $586,000 while the cost of the ground upon which it stands was $226,577. The furnishings cost $38,000. The beautiful trees and shrubbery surrounding the library were furnished by the park department of the city, and the park department will continue to care for the grounds and the patio.

The inscriptions carved upon the walls of the library will bear everlasting tribute to the memory of poets, philosophers and scientists, and to novelists, dramatists, essayists and historians. Adapted quotations will be inspirations not only to the present generation but to generations and generations yet to come.

## Wisconsin Graduates in the Field

A NEW edition of the catalog of the Library School of the University of Wisconsin was published in January. It has been rewritten for the sake of clearness, brevity and better form. A restatement of the joint course with the College of Letters and Science leading to the degree of bachelor of arts is another important change.

The new edition carries also a newly revised summary of the number of graduates and the types of positions they hold, as follows: Librarians of public libraries, 55; librarians of branch libraries, 32; heads of departments in public libraries, 10; children's librarians, 34; assistants in public libraries, 11; librarians and assistants in university and college libraries, 28; librarian and assistants in normal school libraries, 21; high school librarians, 35; librarians of business and special libraries, 25; cataloguers, 45; reference librarians and assistants, 26; in federal, legislative and municipal reference libraries, 7; book selection and adult education, 5; in library commission work, 5; state librarians, 1; librarians of county libraries, assistants in charge of extension, 15; librarians of medical, army, and hospital libraries, 8; professors and instructors in library schools, 9; library trustees, 8; book sellers, 3.

## A. L. A. Attendance

NEW YORK CITY stood first in the number of members of the staff at the Anniversary Conference of the A. L. A. last October. Its roster of sixty-three was nearly paralleled by that of the Philadelphia Free Library with its sixty-two representatives. These two libraries were followed by those of Brooklyn, Baltimore, Chicago, Cleveland, Detroit, Atlantic City, Washington, Pittsburgh, Library of Congress, Boston, and Drexel Institute, all of which sent twenty or more. Columbia University sent nineteen, Providence sixteen, and Toronto fifteen, while Indianapolis, Newark, and Birmingham were represented by fourteen, thirteen and ten respectively.

# The Prague International Congress

By LADISLAV JAN ZIVNY
*Prague University Library*

AN International Congress of Librarians arranged at Prague at the suggestion of the Czechoslovak Library Association, was held from the 28th of June to the 3rd of July, 1926.

On the opening day a special deputation laid wreathes on the monuments of Josef Jungmann and Josef Dobrovsky, and on the graves of the librarians Václav Hanka and Josef Truhlár. The actual proceedings of the Congress were opened by a speech by Dr. J. Kremár, the Minister of Education. The delegates to the number of some seven hundred, were welcomed by the chairman of the Congress, Prof. V. Tille and the delegates of foreign library associations and other representatives of the various nations taking part in the Corgress made replies which were enthusiastically received.

Over one hundred papers sent in were arranged by the Czechoslovak Preparatory Committee into various groups to be dealt with by six sections meeting in the forenoon and afternoon of the 29th and 30th of June. On the first of July a memorial tablet was unveiled in memory of a one-time librarian of the University Library at Prague, Pavel Josef Safarík, the great Slavist. From the first to the third of July the delegates to the Congress made excursions to Beroun, to see the public library there, to Vyssí Brod to look over the famous old library of the Monastery, and to Tábor, to see the extensive Museum collections relating to the Hussite period.

In connection with the Congress a number of exhibits were arranged and foreign delegates were particularly interested in the public libraries exhibition. These libraries are now developing in a promising manner, assisted very largely by the provisions of the Libraries Act passed by the Czechoslovak Parliament in 1919.

Section I presided over by W. Dawson Johnson (U.S.A.), dealt with international questions. G. Henriot, in the name of the Association des Bibliothécaires Français, read a paper asking for the establishment of a permanent international library committee to represent the national organizations. O. Halecki spoke on international exchange of publications, L. Bykovsky on the exchange of duplicates, J. Borecky on duplicates, Mary Parsons on librarians' schools and on the exchange of teachers and students of such schools and libraries, J. G. Hodgson on the library of the International Agricultural Institute at Rome, J. Muszkowski on international publication statistics, and L. J. Zivny on the need of a uniform system of library statistics, based on a previously arranged and uniform terminology. In the course of the proceedings Carl H. Milam conveyed the greetings of the A.L.A. to the Congress, and invited delegates to the A.L.A. fiftieth anniversary conference.

Section II considered the questions of bibliography and cataloging. The chairman of this section was Prof. J. Jatsch (Czechoslovakia). Questions touching Slavonic bibliography in particular were discussed, and papers on this subject were submitted by A. Bém, V. Tukalevski and Z. V. Tobolka. Among other papers were one on the Repertoire of the Bibliographical and International Library Institute (P. Otlet), on the Russian book abroad (F. Mansvetov), the decimal system and Judaica, (H. Bergman), on cataloging in Poland, (Lysakowski), Polish bibliographical work, (S. Vrtel-Wierczynski and W. T. Wislocki), "Transcription," (L. C. Wharton), on subject cataloging by F. Weltsch, and on the cataloging of manuscripts in Bohemia by W. Wostry.

In Section III, the question of the history of books and libraries was handled. The chairman of the section was J. Cordey (France). D. Antonovyc read a paper on the illumination of Ukrainian books, A. Birkenmayer on the illustrator of the oldest Lwów (Lemberg) publication, on the Polish bookbinder in Prague about the year 1400, and on the proof-sheets of the Fiol Printing Press; J. Collijn on the unknown *Diurnale Pragense* of the year 1493, F. Fancev on Croatian libraries, M. Gumovski on the origin of the library of Prince Siegmund August. Z. Mocarski on the bibliography of L. Lelewel; G. Rubio y J. Balaguer on Marjorquire the xylographer, A. Podlaha on the cataloging of incunabula at the library of the Metropolitan Chapter at Prague, J. Volf on P. J. Safarík, and A. Kolessa on the book in Carpathian Ruthenia.

Section IV, discussed the present state of librarianship as a science. This section was presided over by W. T. Wislocki (Poland). B. Koutník spoke on the physical and intellectual qualifications for the profession, U. Dzonic on Serbian libraries, V. Madsen on libraries in Denmark, Dr. Glauning on those in Germany and L. C. Wharton on English libraries, M. Siro-

polko on Ukranian, and T. P. Sevensma on Dutch libraries. A paper was read on behalf of J. Bianu on Rumanian, and one for Miss B. Szulc-Goleka on Polish libraries; Dr. Teichl spoke on Austrian libraries and J. Borecky on Czechoslovak State libraries. In addition to these papers, B. Manfeld spoke on technical literature, S. Rygiel on the international significance of the Polish libraries, and J. Zmavc on scientific methods in library work.

Section V, presided over by F. Francey (Jugoslavia) was devoted to public libraries. N. Rubakin spoke on the psychology of the reader, L. Haluscinskij on Ukranian public libraries and the popularization of books, O. de Biase on the relation between municipal and provincial libraries in Italy; M. Lodynski on Polish military libraries, V. Vágner on the work of librarians in the cause of popular education, A. Melicharová on the relation between the artistic value and the popularity of books in library practice, A. Rambousek on popular education and libraries, F. Kraus and S. Kremery on libraries in Slovakia, R. Balas on the working of the Czechoslovak Libraries Act, J. Kozany on libraries in the Opava and Hlucinsko districts, J. Thon on the Prague Library, J. Novák on the foreign section of the New York Library, and J. Plzeñsky on the music section of the Prague Library. Special interest was shown in the question of books and libraries for the blind (C. Strehl, E. Polandová, F. K. Soukop). G. Henriot spoke on the municipal libraries of Paris, and J. Krjecmar on Lusatian (Serb.) libraries.

The work of Section VI, under the chairmanship of T. P. Sevensma (Holland) was concerned with book production and matters of interest to bibliophiles. Book making in different countries was treated by MM. Badalic, Canev-Borina, St. Demby, A. Novak, A. Lotockyj and P. Krecevskij; F. Szalatnay spoke on the difficulties of the book trade between U.S.A. and Czechoslovakia, and expressed the need of a copyright convention. Bibliophile questions were dealt with by B. Benes and J. Maly, while conditions in the bookselling trade were discussed by E. Winfurter and O. Storch-Marien. J. Kalynovic spoke on the Ukranian book of the past decade.

On the 29th of June a special gathering of Slav librarians was held, when the need was discussed of forming a Federation of Slav Librarians. Preliminary work to this end was entrusted to a committee (MM. Dolensky, Maly and Volf) who are to submit proposals and plans for a future organization. The individual Slav associations will then formulate their views on the proposals.

The closing meeting of the Congress was held at 11 a. m. on the 1st of July, when the Swedish representative, M. Collijn, in the name of the foreign delegates, thanked the conveners and the Congress workers for their efforts, and proposed the sending of a message of greeting to Mr. Masaryk, the president of the Czechoslovak Republic. Dr. Tille, the president of the Czechoslovak Library Association, then closed the Congress with the words: *Vivat sequens.*

A detailed report of the work of the Congress, including the individual papers and speeches in the language in which they were delivered, and accompanied where necessary by a brief outline in French, is in press and will be sent to all concerned.

Indirectly connected with the Congress was the election of several prominent foreign librarians as honorary members of the Czechoslovak Library Association. These names included Mr. Melvil Dewey, Mr. Herbert Putnam and Mr. C. F. D. Belden of the A.L.A.; Mr. L. C. Wharton (England); and MM. G. Henriot and P. Roland-Marcel (France).

The proceedings as a whole were marked by a high level of scientific discussion, and in this respect are a valuable proof of the maturity attained by the technical work of librarians and of the growing international reciprocity and understanding to which the profession of librarianship is contributing in no small degree. It also definitely strengthened the library movement among the Slavonic nations, and gave the Czechoslovak branch a new impulse along the path which it was the first of all European states to follow in the days after the War.

### Resolutions

A temporary international governing committee was provided for in a resolution presented at the first section of the congress. Pending the formation of a permanent committee the national library associations would each appoint a delegate to the temporary committee, and pay something towards its support. The committee will be charged with the execution of resolutions adopted by the congress, for which reason the provisional presiding officer will be the president of the congress. The committee will have power to fix the place and the date of the next official international congress. A delegate will be appointed by the committee to treat with the International Institute of Intellectual Co-operation. The committee is to serve as a clearing house for bibliographical projects requiring international co-operation and will also study the extension of relations between archivists and librarians.

The first section also considered resolutions designed to expedite the international exchange of publications, inter-library loans, training of librarians, and statistics of book publication.

Resolutions offered at succeeding sections dealt with methods of collecting and dissemin-

ating important Slav bibliographies, the extension of the union catalog of the International Institute of Bibliography, the creation of a great central library and archives building in sub-Carpathian Russia for bringing together and cataloging, paleographic and other treasures, and the making accessible military libraries to those wishing to devote themselves to military studies. Libraries in Slovakia were the subject of a resolution calling for the promulgation of a law fixing a budget for the support of libraries in that state on the basis of its present financial policy, and for a special ministerial ordinance to complete action taken by the competent authorities in communes and districts. A library for the blind in connection with the municipal library of Prague was another recommendation. A general resolution dealt at length with the best means of developing public libraries. Czech publishers were reminded of the necessity of putting "Printed in Czechoslovakia" on the title-pages of books sent to America, without which American libraries are subject to a charge of ten per cent of the indicated price. Finally, it was recommended that a copyright agreement be reached between the Czechoslovakian Republic and the United States as soon as possible.

# Before Going to France

*A Suggested List of Books for the Members of the American Legion, Compiled by Burton E. Stevenson, Director of the American Library in Paris.*

Books marked o. p. are out of print. Those marked with a star are considered especially valuable.

### Europe

Gibbons, Herbert Adams. *Europe Since* 1918. Century, 1923.

### France

Brownell, William C. *French Traits*, an Essay in Comparative Criticism. Scribner, 1918.

Edwards, G. W. *Vanished Halls and Cathedrals of France*. Penn, c1917.

Gostling, Frances M. *The Lure of French Châteaux*. London: Mills & Boon, 1923.

Hartt, Rollin L. *Understanding the French*. McBride, 1914. o. p.

Huddleston, Sisley. *France and the French*. London: Cape, 1925.

Hudson, William Henry. *France, the Nation and its Development from Earliest Times to the Establishment of the Third Republic*. Stokes [1917] o. p.

### Paris

*Allen, Grant. *Paris*. With 32 reproductions from photographs. Holt [1912]. (Grant Allen's Historical Guides). o. p.

*Belloc, Hilaire. *Paris*. London: Methuen [1919].

Cain, Georges. *The Byways of Paris;* tr. by L. S. Houghton. Duffield, 1912.

——*Nooks and Corners of Old Paris*. . . With over 100 Illustrations. London: N. Grant Richards, 1907. o. p.

—— *Walks in Paris* . . . with 118 . . . illustrations and plans. Macmillan, 1909. o. p.

*Dimnet, Ernest. *From a Paris Balcony*. London: Grant Richards, 1924. o. p.

Gibbons, Mrs. Helen Davenport (Brown). *Paris Vistas*. Century, 1919.

*Lucas, Edward V. *A Wanderer in Paris*. Macmillan, 1909. 1924.

Martin, Benjamin E., C. M. *The Stones of Paris in History and Letters*. Scribner, 1906. o. p.

Okey, Thomas. *Story of Paris*. Macmillan, 1906. ("Mediaeval Towns" series). o. p.

Reynolds-Ball, E. A. *Paris in Its Splendour*. London: Gay and Bird, 1901. 2v.

Vizetelly, E. A. *Paris and Her People Under the Third Republic*. Stokes, 1909. o. p.

Whiteing, Richard. *Life of Paris*. London: Murray, 1900. o. p.

*Whiting, Lilian. *Paris the Beautiful;* popular ed. Little, 1911. o. p.

*Wilson, Robert Forrest. *Paris on Parade*. Bobbs-Merrill [1925].

Wolff, Jetta S. *Historic Paris*. Lane, 1921.

### Paris (Special Features)

Conway, John J. *Footprints of Famous Americans in Paris*. Lane, 1912. o. p.

D'Auvergne, E. B. *The Night Side of Paris*. London: Laurie, 1912. o. p.

Harrison, Wilmot. *Memorable Paris Houses*. London: Low, 1893. o. p.

Hill, J. E. *The Story of the Bridges;* or, Paris Seen From the River. Paris, John B. Hall, 1919.

Lethaby, W. R. *Mediaeval Art, 312-1350*. Scribner [1912].

Symons, Arthur. *Colour Studies in Paris*. Dutton, 1918.

Wolff, Jetta S. *Story of Paris Churches*. London: Palmer & Hayward, 1918. o. p.

### The Great War and the Battlefields

Dodd, Mrs. Anna Bowman Blake). *Up the Seine to the Battlefields*. Harper [1920]. o. p.

Fleming, Atherton. *How to See the Battlefields*, with 14 maps. Funk & Wagnalls [1919?].

Gibbons, Herbert Adams. *France and Ourselves, Interpretative Studies* 1917-1919. Century, 1920.

Hayes, Carlton J. H. *A Brief History of the Great War*. Macmillan, 1920.

Michelin & Cie. *The Americans in the Great War*. Clermont-Ferrand; Michelin & Cie [c1919].

Moss, James Alfred. *America in Battle*, With Guide to the American Battlefields in France and Belgium. Banta Pub. Co. [c1920].

Story, Sommerville. *Present-day Paris and the Battlefields*. London: Appleton, 1921.

Wister, Owen. *Neighbors Henceforth*. Macmillan, 1922.

### Gothic Architecture

Adams, Henry. *Mont-Saint-Michel and Chartres;* with an introduction by Ralph Adams Cram. Houghton [1913].

Bumpus, Thomas Francis. *A Guide to Gothic Architecture*, with 143 illustrations. Dodd, 1914. o. p.

Moore, Charles H. *Development and Character of Gothic Architecture;* 2d. ed. Macmillan, 1899. o. p.

West, George Herbert. *Gothic Architecture in England and France*. Macmillan, 1911. o. p.

GUIDE BOOKS

Baedeker, Karl. *Paris and its Environs*. Baedeker, 1924.

Joanne, Paul B. *Paris in Eight Days*. Hachette, 1922. ("Illustrated Guides").

Laughlin, Clara E. *So You're Going to Paris!* Houghton, 1924.

Muirhead, Findley, *ed. Paris and its Environs*. Macmillan, 1922.

Paris for Everyman. London: Dent, 1924.

For novels and stories whose scenes are laid in Paris, an excellent book is Arthur B. Maurice's *The Paris of the Novelists*. Doubleday, 1919.

For anything connected with the American cemeteries in France, one will get in touch with the American Graves Registration Service 20, rue Molitor, Paris.

# School Librarians Directory

THE Membership Committee of the A.L.A. School Library Section is attempting to compile a list of school librarians for the country. State committees have been organized for this purpose. Listed below are the names of these state representatives. The names of school librarians in elementary, secondary, private and parochial schools, normal schools and teachers colleges and in school library departments of public libraries are wanted, especially those not now members of the A.L.A. It would help these representatives greatly to have the name, position, library, city and state of school librarians before April 1st. In case no state representative is listed, send this information to Miss Eleanor M. Witmer, Supervisor of School Libraries, Denver Public Schools, Denver, Colorado, who is chairman of this Membership Committee or to Miss Mabel F. McCarnes, Peddie School, Heightstown, New Jersey, who is the Eastern Division representative.

ELEANOR M. WITMER, *Chairman Membership Committee A.L.A. School Library Section.*

Louise Roberts, Woodlawn High School, Birmingham, Ala.

Mary Hines, High School Library, Ft. Smith, Ark.

Mrs. Elizabeth R. White, supervisor of libraries, Long Beach City Schools, Long Beach, Calif.

Dorothy Clark, Fremont High School, Oakland, Calif.

Irene Hamer, North High School, Denver, Colo.

Miss Bickford, High School Library, Bridgeport, Conn.

Mrs. E. W. Doran, Senior High School, St. Petersburg, Fla.

Julia McCullough, Commercial High School, Atlanta, Ga.

Erdean McCloud, Fort Wayne and Allen County P.L., Fort Wayne, Ind.

Vera Dixon, supervisor of School Libraries, Des Moines, Ia.

Margie Helm, State Normal School, Bowling Green, Ky.

Helen Robinson, high school librarian, Portland, Me.

Caroline Siebens, High School Library, Brookline, Mass.

Lois Shortess, school library supervisor, Lansing, Mich.

Elizabeth Scripture, John Marshall High School, Minneapolis, Minn.

Mrs. A. G. Lahman, High School Library, Hattiesburg, Miss.

Inez Haskins, Butte High School, Butte, Mont.

Mabel Harris, Teachers College Library, Lincoln Neb.

Arline Colton, High School Library, Manchester, N. H.

Mrs. Ella LeBar, Albuquerque High School, Albuquerque, N. M.

Catherine Love, Glens Falls High School, Glens Falls, N. Y.

Mrs. Frank Koos, R. J. Reynolds High School, Winston-Salem, N. C.

Mary Banes, 1102 Locust Avenue, Cincinnati, O.

Eva Chowning, Central High School, Oklahoma City, Okla.

Dorothy E. Smith, Free Library of Portland, Portland, Ore.

Hilda Combe, High School of Commerce, Providence, R. I.

Maude Russell Carter, State Normal School, Spearfish, S. D.

Mrs. C. L. Davidson, school librarian, Chattanooga, Tenn.

Clara Mays, Mark Twain Junior High School, San Antonio, Tex.

Orpha Kiser, High School Library, Salt Lake City, Utah.

Mildred Cooke, Free Library Department, Board of Education, Montpelier, Vt.

Elizabeth Roberts, Lane High School, Charlottesville, Va.

Mr. J. M. Hitt, State Library, Olympia, Wash.

Anna Kemp, Bethany College, Bethany, Va.

Almere Scott, University Extension Division, Wisconsin University, Madison, Wis.

Dorothy Hale, High School Library, Cheyenne, Wyo.

Jessie Purdy, McKinley High School, Honolulu, Hawaii.

# Public Library Administration in the United States 1918-1925

*A Partial Bibliography, Edited by Five Library School Students: Letha Marion Davidson, Wisconsin, 1923; Alberta Louise Brown, Wisconsin, 1923; Karl Brown, Albany, 1925; David J. Haykin, Albany, 1925; and Lester D. Condit, Albany, 1926*

*Continued from the* LIBRARY JOURNAL *for February 15, 1927*

## Internal Organization (Con.)

### SPECIAL SERVICES (Con.)

#### AMERICANIZATION (Con.)

Villchur, Mark. Russians as book readers. *Interpreter.* p. 5-9. Apr. 1923.

Walker, I. M. Library as an Americanizing factor on the range. *Wis. Lib. Bull.* 14:290-213. Oct. 1918. Same article summarized in LIB. JOUR. 43:906. Dec. 1918.
Report of work in a most trying district in war-time.

Welles, Jessie. Americanization. *Wis. Lib. Bull.* 14: 213-215. Oct. 1918.
Applicable chiefly to war-time conditions.

——Americanization idea grows. *Wis. Lib. Bull.* 15:69. Mar. 1919.

Wilson, L. L. Characteristics of books which instill patriotism. *Pub. Libs.* 23:420-422. Nov. 1918.

Woodward, E. A. Library and immigrant education. *N. Y. Libs.* 7:210-212. May 1921.

Wynkoop, Asa. Library as a factor in present day education. *N. Y. Libs.* 6:193-204. May 1919.
Good material on Americanization.

Baltimore, Md. 1918-1922.
Branches (reports of branch work). Valuable for publicity plans and Americanization ideas.

Boston, Mass. 1920-21:35; 1923-24:22.
Story hours in schools where Americanization is taught.

Cambridge, Mass. 1921:12-13.
Branch libraries in Americanization work.

Cincinnati, Ohio. 1922-23:20-30.
Americanization night classes schedule training in use of libraries.

Cleveland, Ohio. 1920-21:34.
Americanization transferred to extension division of School dept.

—— 1921-22:28.
Extension division visits night school classes.

Denver, Colo. 1920:11.
Special lists for foreign readers.

Grand Rapids, Mich. 1920-21:37.
Foreigners use colored picture books for learning English.

Los Angeles, Calif. 1920-21:27-28.
Americanization carried by foreign extension dept.

New Bedford, Mass. 1921:6; 1924:18.
Americanization classes held in library.

New York, N. Y. 1921:58-59.
Weekly conferences in fall and winter of assistants interested in work with foreign-born.

—— 63-64.
Classes for immigrant children in Seward Park Branch during summer vacation.

Portland, Ore. 1921:17-18.
Much activity, tho no set program for Americanization; some details.

—— 1923.
Schools department prepared new course in citizenship for grades; other lists noted.

Seattle, Wash. 1920.
Foreign division.

### REFERENCE DEPARTMENT

#### ADMINISTRATION

##### ORGANIZATION

Carter, S. J. Library; its penalties and perquisites. *Wis. Lib. Bull.* 15:224-229. Nov. 1919.

Freeman, Marilla W. Cleveland's divisional plan for reference work. LIB. JOUR. 50:843-847. Oct. 15, 1925.
Correlation of library resources.

Haskell, Sidney B. Relation of information and research to industrial, commercial and agricultural development. *Spec. Libs.* 16:255-258. Oct. 1925.
Interesting to reference librarians.

Akron, Ohio. 1923:17.
Reference service confidential.

Brooklyn, N. Y. 1924:22.
Radio serious menace to continued use of library for reference or reading purposes.

Buffalo, N. Y. 1924:11-12.
Modify "special library" idea by having member of firm familiarize himself with public library collection.

Denver, Colo. 1921:4.
Documents dept. under reference.

New Haven, Conn. 1923:9.
High school reference department organized to serve high school students solely.

—— 13.
Two assistants at reference desk at all times; one for searching.

##### ROUTINE AND METHODS

Bibliographic needs. LIB. JOUR. 50:652. Aug. 1925.

Cooper, Isabella M. A.L.A. Catalog, 1926—"The making of a reference book." *Ill. Libs.* supp. 7:99-103. Oct. 1925.

Filing systems for newspaper clippings. *Spec. Libs.* 16:297-138.
Symposium conducted by newspaper group of Special Libraries Association.

Bangor, Me. 1923:24.
Record and tabulate reference statistics.

Brockton, Mass. 1920:14.
Reference questions come to delivery desk.

—— 1923:16.
No reference librarians.

Cambridge, Mass. 1920-21:12.
Special attendant assigned to vertical files.

Grand Rapids, Mich. 1923-24:35.
Telephone calls about current events handled by operator; library answers inquiries to local papers.

Salt Lake City, Utah. 1924:6.
Reference department takes inventory of pamphlets and pictures.

Tacoma, Wassh. 1919-20:29.
Teachers issue high school library admission slips when work is assigned; students with 90% or above have constant free access.
Washington, D. C. 1922:14.
Extra assistant placed at information desk during busiest hours.
Watertown, Conn. 1920:8.
Reference librarian at information desk.
Worcester, Mass. 1923:12.
Reference department has complete catalog.
Youngstown, Ohio. 1924.
Use boy scouts for vertical file work.

### Costs and Statistics

New York, N. Y. 1921:21.
Time test in reference department shows 24 per cent of books delivered in 5 minutes; 52 per cent in 10 minutes; 18 per cent in 15 minutes.
—— 1925.
Graph of daily average of books issued in main reading room, 1919 to 1921 inclusive; same data in following reports.
—— 1922:28.
Average time for serving reader, 6.8 minutes. Cost, 1921: 3.19c; 1922: 3.04c.
—— 1924:26.
Reference cost of delivery, 3c week days; 2.31c Sundays.

## INDEXES, DIRECTORIES

Boston, Mass. 1920-21:71.
West Roxbury branch has local business directory.
—— 1923-24:37.
New edition of directory of special libraries in Boston.
Buffalo, N. Y. 1924:16.
City directories dropped; local directory company has collection free to public.
Chicago, Ill. 1922:1925.
Complete card catalog of periodicals, including subject list; complete entry.
—— 1923:35.
Music catalog of 270p. with exhaustive index published.
Cincinnati, Ohio. 1923-24:12.
Index to local papers.
Cleveland, Ohio. 1920-21:20.
List of costume books in library.
—— 1922-23:14.
List of resident expert linguists; index to foreign poetry: German, French, and Spanish, so far.
—— 1923-24:27, 31.
Foreign languages division translates foreign commercial letters or refers them to experts; indexes of material noted.
—— 1922-23:40.
Factory station shelves trade catalogs alphabetically; Thomas' Register classified index.
Denver, Colo. 1921:9.
Children's department compiling poetry index.
Des Moines, Iowa. 1920-21:9.
Has exchange system with Bell telephone company for directories.
—— 1922-23:11.
Made R. L. Polk Co. depository by Chamber of Commerce.
Indianapolis, Ind. 1917-22:26.
Union index of standard scientific works which may be consulted in private and technical libraries of city kept by technical department.
Los Angeles, Calif. 1920-21:31.
Index to combined files of Boston and Chicago orchestra programs for analytical notes.
—— 1923-24:24.
Library school bibliographies on tropical and subtropical fruits; Czecho-Slovak music; history of the piano.
New York, N. Y. 1922:60.
Have index of drama and criticism of current plays in periodical room.
—— 1924:35.
Commence bibliography of New York city newspapers, 1820-1850.
Oakland, Calif. 1922-23:6.
Drama index, U. S. laws index. Commence bibliography of California authors.
—— 1923-24:6.
Picture index, poetry index to supplement Granger; index short biographical and critical articles.
Pittsburgh, Pa. 1921:8.
Branches have card indexes of people and organizations in their respective districts for use by social, educational and other agencies.
Providence, R. I. 1921:8.
Publishes "Technical and Scientific Serials in the Libraries of Providence."
St. Louis, Mo. 1920-21:25.
List of contributors to repertory catalog.
—— 35.
School bibliography: some recent revolutionary movements.
—— 1921-22:29.
Exchanges city and telephone directories.
Tacoma, Wash. 1919-20:25.
Direct directory exchange.
—— 1921:22.
Has list of local clubs and organizations with officers.
Wilkes-Barre, Pa. 1923:8.
Index to picture collection.
Youngstown, Ohio. 1924.
Arranges with American Association of Directory Publishers to be a depository; gets latest editions of 177 American cities.

## TYPES OF SERVICE

### Business

Belden, C. F. D. Public libraries. *A.L.A. Proceedings.* 43:108-111. 1921.
Co-operation with other libraries in the same city.
Business librarians. Lib. Jour. 50:646-647. Aug. 1925.
Dowse, H. N. The place of the library in our industry. *Spec. Libs.* 16:368-369. Nov. 1925.
Library needs of a business corporation.
Nystrom, P. H. Relation of the public library to the private business libraries. Lib. Jour. 43:154-157. Mar. 1918. Same article in *Pubs. Libs.* 23:258-260. June 1918. Summarized in Lib. Jour. 44:49. Jan. 1919.
Urges co-operation.
Parham, N. E. Business man and the public library. *Pub. Libs.* 24:410-415. Dec. 1919.
A neglected phase of the subject.

### Technical

Agricultural libraries. Lib. Jour. 50:642. Aug. 1925.
Indianapolis, Ind. 1917-22:26.
Technical department opened; work described.

### Art

Alexander, Mary L. Commercial art and the public library. Pub. Libs. 30:358-361. July 1925.
Library service in advertising art.
Art reference. Lib. Jour. 50:645-646. Aug. 1925.
Raymond, Ruth. The thrift of beauty. *Minn. Lib. Notes and News.* 8:38-40. June 1925.
Suggestions to assist in utilizing and enjoying the beauty which is "lying around loose."
Wilcox, Ruth M. The library's responsibility in collecting local art material. *Pub. Libs.* 30:355-358.

July 1925.
Growing demand for material on the fine arts.
Haverhill, Mass. 1924:31.
New art room.
Manchester, N. H. 1920:14.
Keep art room open Saturday evening instead of Saturday morning.
New York, N. Y. 1921:27.
Suggests founding of art research scholarship by trade organizations in the art division.

PICTURE COLLECTIONS

Hints on mounting posters. *Lib. Occ.* 6:19. Jan. 1923.
Cincinnati, Ohio. 1924-25:17.
Lantern slides showing Holy Land added to collection.
St. Louis, Mo. 1923-24:31.
Half tone plates and zinc etchings numbered, indexed and classified under subject.
Sioux City, Ia. 1924.
Picture collection supervised by hospital department.

MUSIC

Caldwell, Gladys. Report on filing of music. *Pub. Libs.* 30:310. June 1925.
Baltimore, Md. 1924:15.
Music room established.
Boston, Mass. 1924-25:37.
Gift of $5,000 received for musical library.
St. Louis, Mo. 1923-24:63-64.
Music rolls fail to interest Soulard branch patrons any longer.
Springfield, Mass. 1923:9.
Put in phonograph records; 168 records borrowed 1,131 times in two months; lending rules.
—— 1924:8.
238 records circulate 7,617 times.

HISTORY AND GENEALOGY

Rogers, R. D. Local history in the Hollis library. *N. H. Pub. Libs. Bull.* 21:9-10. June 1925.
Rowe, Nellie M. Autograph collection at Greensboro public library. *N. C. Lib. Comm. Bull.* 6:51-52.
Williams, Alice. The value of a local history collection. *Ill. Libs. supp.* 7:98-99. Oct. 1925.
Baltimore, Md. 1924:35.
Examination of Samuel Smith collection of early public documents; large and important from year 1800 onward.
Bangor, Me. 1923:24.
Index local history scrap book.
Cincinnati, Ohio. 1920:6, 14.
County war service records gathered and classified.
Grand Rapids, Mich. 1920-21:40, 52.
Historical room has special furniture and map cases; not described.
—— 1921-22:45.
Complete service and family records of soldiers and sailors of county in World War; includes women nurses; financed by state.
—— 1923-24:41.
File genealogical clippings from *Boston Transcript.*
Indianapolis, Ind. 1917-22:30-31.
Library takes charges of all war record compilation.
New Bedford, Mass. 1922:5.
Daily newspapers indexed and clipped in genealogical room for local history material.
—— 14.
Call upon city clerk's office for help in local genealogical questions.
Northampton, Mass. 1923:14-19.
Description of plan for local war archives and records.
Tacoma, Wash. 1919-20:30.
High school has war service book of students; compiled by teachers.

## CHILDREN'S DEPARTMENT

### ORGANIZATION

Barney, Mrs. Kate W. Children, schools and libraries. *N. H. Libs.* 21:1-6. Dec. 1925.
Welles, Jessie. Building for peace. *Wis. Lib. Bull.* 15:4-16. Jan. 1919.
Definite and helpful suggestions on *esprit de corps*, adequate appropriations, book selection and distribution, cataloging and classification, and library work with children.
Power, Effie L. The ounce of prevention. *Pub. Libs.* 30:407-411. Oct. 1925.
Phases of work with children.
Work with children. LIB. JOUR. 50:603. July 1925.
Boston, Mass. 1921-22:67.
Juvenile collection forms 24% of entire collection with one branch; 67% of circulation.
Chelsea, Mass. 1924:8-9, 10.
One-third of book fund for children's books; 3-year registration; second grade children given cards and reading supervised; have paid story teller.
Grand Rapids, Mich. 1921-22:43.
Branches under children's department.

### ROUTINE

Case, Mrs. Gladys S. Traffic signals for the children's librarian. *Pub. Libs.* 30:470-475. Nov. 1925.
Potter, Inez. Ways of interesting children in reading. *Ill. Libs.* supp. 7:112-115. Oct. 1925.
Shea, Agatha L. Children's section. *Ill. Libs.* supp. 7:112. Oct. 1925.
Van Duzer, Edith. Illustrated children's books. *Ill. Libs.* supp. 7:121-123. Oct. 1925.
Brooklyn, N. Y. 1924:34.
Children's department tries experiment of radio story-telling.
New Bedford, Mass. 1920-10; 1921:12.
Children's librarian serves in advisory capacity in book store during children's book week.
Savannah, Ga. 1923:14.
Children's librarian on duty in stores at Christmas time to give advice on juvenile books.

### ASSISTANTS

Children's librarians. LIB. JOUR. 50: 649-651. Aug. 1925.
Smith, Susan T. Outside reading for the children's librarian. *Pub. Libs.* 30:467-470. Nov. 1925.
Brooklyn, N. Y. 1921:38.
Class in public speaking for children's librarians.
New Orleans, La. 1923:9.
Advocates shifting of assistants between main library and branches.
New York, N. Y. 1921:63.
Interchange of children's librarians and assistants between branches.
Quincy, Mass. 1922:10.
Send whole staff regularly to visit two neighboring libraries for new ideas.

### CHILDREN'S ROOM

Children's room. Pavonia branch library, Jersey City, N. J. *Pub. Libs.* 30:379. July 1925.
Crew, Mildred. New children's room at Highland Park. *Ill. Libs.* 7:57. Oct. 1925.
Bethlehem, Pa. 1924:4.
Open special children's room.
Burlington, Vt. 1922:12.
University teachers training class uses children's room for practical demonstrations, with lectures, for month.

Chicago, Ill. 1923:24.
Children's room patronized largely by adults.
Los Angeles, Calif. 1921-22:15.
Main building children's room less for children, more for students of children's literature, teachers and parents.
—— 1922-23:14.
Much used for children's art and educational purposes.
—— 1923-24:20.
Traffic keeps children away.
New York, N. Y. 1921:62, 63.
Artists, publishers and adults use children's rooms for material, stories etc.

SPECIAL ACTIVITIES

The best children's books of 1924. Lib. Jour. 50: 804. Oct. 1, 1925.
Reprinted from *N. Y. Libs.* Aug. 1925.
Children and poetry. *N. C. Lib. Comm. Bull.* 6:79-86. Sept. 1925.
Children's Book Week. *Ind. Lib. Occ.* 7:187. July 1925.
Children's Book Week. *N. C. Lib. Comm. Bull.* 6:76-78. Sept. 1925.
Activities of various North Carolina libraries.
Children's Book Week. *Wis. Lib. Bull* 1921:280-288. Dec. 1925.
The Week in Wisconsin libraries.
Children's books of the current season. Lib. Jour. 50:799-803. Oct. 1, 1925.
Crimmins, Nora. Some southern stories for children. Lib. Jour. 50:804. Oct. 1, 1925.
Doud, Margery. Children and poetry. Lib. Jour. 50:789-793. Oct. 1, 1925.
A discussion of what children like.
Josselyn, Clara B. Aladdin's magic in Hollywood. Lib. Jour. 50:797-798. Oct. 1, 1925.
McGregor, Della. Contests in the children's room. *Minn. Lib. Notes and News.* 8:28-30. June 1925.
A miniature scriptorium. *Pub. Libs.* 30:490-491. Nov. 1925.
Presentation to children of story of development of book from earliest times.
A new Children's Book Week in the libraries. Lib. Jour. 50:806-807. Oct. 1, 1925.
Paine, Paul M. A map of adventures for boys and girls. Lib. Jour. 50:794-796. Oct. 1, 1925.
Sickels, Evelyn R. Boys' week in Evansville. *Ind. Lib. Occ.* 7:192-193. July 1925.
Station displays.
—— Dolls' story hour. *Pub. Libs.* 30:491-493. Nov. 1925.
Albany, N. Y. 1922-24:4.
Howe Library has girls' reading club to ease the transition from the juvenile to the adult department by interesting the group in the better adult books suited to that age.
Boston, Mass. 1920-21:76.
Mt. Pleasant "Clean hands club" successful.
Brooklyn, N. Y. 1921:38.
Children's librarian on duty in book department of store during Children's Book Week.
Cincinnati, Ohio. 1921-22:23.
Make scrap books of old picture books; cancelled books sent to playgrounds.
Denver, Col. 1920:9.
Non-library story teller successful.
—— 1921:4.
Schools under children's department.
Des Moines, Ia. 1920-21:15.
Play for children: "Books on the Top Shelf."
Malden, Mass. 1922:10.
Local phonograph dealer lends machine and records to children's department for concerts.
New Bedford, Mass. 1920:10.
School children write letters on favorite books; letters kept on file in children's room.
—— 1923:6, 15.
Find Massachusetts reading certificate successful in getting children to read.
Oakland, Calif. 1921-22:10.
Youngstown reading plans successful.
Pittsburgh, Pa. 1921:7.
Radio story telling by members of children's department.
Queensborough, N. Y. 1924:12.
Course of instruction in work with children begun in November; conducted on Dalton plan.
St. Louis, Mo. 1920-21:54.
Children's play: "Conversion of Ellen."
Tacoma, Wash. 1921:8, 10.
Youngstown plan of school credit for home reading successful.
—— 1922:12.
1700 certificates awarded.
Troy, N. Y. 1924:6.
100 authentic stereoscopic views of North American Indians purchased for children's room.
Watertown, N. Y. 1922:8.
Grammar school reference work transferred to children's department.

## SCHOOLS DEPARTMENT

### RELATIONS WITH SCHOOL ADMINISTRATION

Baldwin, Rachael. What should be the relation between the public and the high school library? *Ill. Libs.* 4:180-181. Oct. 1922.
Supplement.
Gaskin, Elsie. The library and school. *N. H. Pub. Libs.* 21:8-9. Dec. 1925.
Horton, Marion. Relations of public and school libraries. *A.L.A. Proceedings.* 42:179-180. 1920.
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Public library branches in high schools.
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A survey of co-operation in different states.
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Discussion by Miss Whitcomb follows.
Pierce, Annie. How one city school uses the public library. *N. C. Lib. Bull.* 4:48-51. Dec. 1919.
Advocates co-operation without consolidation.
Relationship between schools and libraries. *Pub. Libs.* 30:414. Oct. 1925.
Editorial.
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agencies. Lib. Jour. 43:781-782. Oct. 1918.
Smith, Ernest A. Relation of public library to public school. *Wis. Lib. Bull.* 21:239-248. Nov. 1925.
Sullivan, Clara. Library as reinforcement to the school. *Ill. Libs.* 4:177-178. Oct. 1922.
Williams, Sherman. Ideal co-operation between the school library of a village or small city, and the public library. *N. Y. Libs.* 7:171-172. Feb. 1921.
Wood, Harriet. The public library and the school library—a joint opportunity. Lib. Jour. 45:621. Aug. 1920.
Akron, Ohio. 1924:11-12.
Co-operation with high schools impossible.
Bangor, Me. 1923:19.
Education department furnishes boxes for school deposits.
Brockton, Mass. 1922:20.
Puts in the high school librarian.
Chicago, Ill. 1920:16-17.
High school libraries closed for lack of funds; discussion.
—— 1921:17.
School boards pays salaries.
—— 1922:20.
Recommends high school librarians have school status.
—— 1923:7, 22-23.
Library makes appointments; furnishes and repairs books.
Davenport, Ia. 1922:13.
School board furnishes librarian; library the books.
Fall River, Mass. 1924:17.
Visits made to 13 public schools and borrowers' cards issued to children between 6 and 12 years of age; high increase in circulation.
Grand Rapids, Mich. 1925:42.
Effort made to correlate work of library with that of Junior College.
Haverhill, Mass. 1924:27-28.
Co-operation with public schools.
Los Angeles, Calif. 1921-22:12-13.
Relation of service to schools and children, and branches.
Manchester, N. H. 1924:14.
Talk given to high school seniors on method of procedure in looking up material on questions for debate.
Milwaukee, Wis. 1921-22:16.
High school librarians successful, but education and library boards cannot agree on salary responsibility.
Pittsburgh, Pa. 1923:6.
School libraries operated under co-operation agreement between library and board of education.
Racine, Wis. 1921-22:4.
Branches in high school buildings; education board furnishes equipment, light, heat, and janitor service; library board furnishes books and library service.
Somerville, Mass. 1922:20.
High school pays librarian, rather than jointly with library as before; is member of school staff.
Tacoma, Wash. 1919-20:28-29.
High school librarians with teacher status paid by education board; library reimbursed for supplies, cataloging and bibliographical service; books jointly owned, books ordered thru library.
Washington, D. C. 1918-1925.
Work with schools.

## RELATIONS WITH TEACHERS

Booth, M. J. Service of the library to the home economics department. A.L.A. *Proceedings.* 44: 321-323. 1922.
Library aids for teachers. *Pub. Libs.* 24:53. Feb. 1919.
Tobitt, Edith. Teachers and librarians. *Pub. Libs.* 27:130. Feb. 1922.
Joint club organized in Omaha to secure better co-operation and extension.
Warren, Mildred. Librarians' contribution to educational standards of the school. *Ill. Libs.* 4:171-175. Oct. 1922.
Birmingham, Ala. 1924:10.
Prints teachers bulletin monthly on special topics.
—— 11-12.
Organizes teacher-librarian classes; details.
Buffalo, N. Y. 1921:23.
School department sends teachers' libraries to schools too far from central building.
Chicago, Ill. 1923:25-26.
Separate department with special room for teachers' periodicals and latest books.
Cincinnati, Ohio. 1921-22:24.
Unsatisfactory trial of combining school libraries and branch children's rooms under one administrator.
—— 1923-24:23.
Help on revision of reading courses of schools.
—— 1924-25:11.
Co-operation with faculty of University of Cincinnati.
Davenport, Ia. 1922.:15.
Special room for teachers and parents.
Denver, Colo. 1921:9-10.
Teachers exchange books in school deposits to freshen collection.
Haverhill, Mass. 1922:28.
Have education alcove for teachers in reference room.
Indianapolis, Ind. 1917-22:25-26.
Teachers' special deposit libraries described.
New York, N. Y. 1921:66.
Library round table for teachers and librarians meets under direction of supervisor of work with schools to discuss reading for young people.
Providence, R. I. 1924:12.
Branch devotes specified morning hours to school work.
St. Louis, Mo. 1923-24:56.
Teachers bring classes to Adams school library, helping in book selection and keeping order.
Tampa, Fla. 1923-24.
Library and high schoool co-operate in making list for 9th grade.

## ORGANIZATION

Bangor, Me. 1921:15.
Supply suburban school with deposits.
—— 1923:16.
Well along toward goal of having a deposit in every school room in city from kindergarten thru 7th grade.
Denver, Colo. 1921:4.
Schools under children's department.
—— 11.
First platoon library organized.
Evansville, Ind. 1925:6.
Position of school reference librarian discontinued.
Indianapolis, Ind. 1917-22:18.
Establish school libraries division which also supervises teachers' room.
Los Angeles, Calif. 1922-23:14.
Creates department of work with schools.
Milwaukee, Wis. 1921-22:15.
Create superviser of school collections.
Quincy, Mass. 1921:13.
All school work moved to the branches.
St. Louis, Mo. 1922-1923:68-69.
Description of teachers' room activities.

Waterbury, Conn. 1920:10.
Children's librarian inspects school libraries.

### ROUTINE

Bangor, Me. 1923:16.
Distribute new deposits to schools each term.
New York, N. Y. 1921:55.
Talks in schools on new books for children.
St. Louis, Mo. 1921-22:64.
Principal arranges weekly schedule for class use of the library; some teachers appoint captain to group; branch in school building.

### COSTS

Buffalo, N. Y. 1920:22.
1056 class room libraries cost $24,000 exclusive of overhead and general administration.

### SCHOOL DEPOSITS

Douglas, Antoinette. Branch libraries in school buildings. LIB. JOUR. 47:201-208. Mar. 1, 1922.
Statements of practice; arguments pro and con.
Frantz, Cora M. Libraries in grade schools in Kenosha. *Wis. Lib. Bull.* 21:250-251. Nov. 1925.
Marks, Sallie B. Library work in grade schools. *Wis. Lib. Bull.* 21:249. Nov. 1925.
St. Louis (Mo.) Public Library. Branch libraries in school buildings. *Bull.* 20:134-162. July, 1922.
School library service. LIB. JOUR. 50:594. July, 1925.
Allentown, Pa. 1922:19-20.
Sent only on request; teachers urged to make lists; exchanged twice a year or as often as requested.
Baltimore, Md. 1918-22.
Department of outside delivery. Extension work, including school sub-branches.
Cleveland, Ohio. 1920-21:32.
Commercial high school requires larger percentage of recreational books.
Erie, Pa. 1921-22:12-13.
Central deposits in elementary school with teacher in charge during circulation periods.
Haverhill, Mass. 1923:29.
Deposits in 3d grade school rooms; pupil-librarian in charge from 5th grade up.
Milton, Mass. 1921-22:15.
School collections standardized for basis of lot; special titles added.
Quincy, Mass. 1924:8.
Believes in fixed collections for class rooms.
Washington, D. C. 1918-25.
Library branches in school buildings.

### INSTRUCTION OF PUPILS

Bangor, Me. 1923:21-22, 24.
Children instructed in juvenile department in library use; high school sophomores instructed by reference librarian.
Boston, Mass. 1920-21:32.
Children taught care of books with exhibits and lectures.
Brockton, Mass. 1924:19.
Librarian addresses groups from grade schools on how to use library.
Des Moines, Ia. 1920-21:11.
Special work with grades described.
Elizabeth, N. J. 1923:7.
8th grade classes given essay topic requiring reference work to familiarize them with library.
Evansville, Ind. 1924:6.
New uniform course in library instruction for grades 3-8.
Grand Rapids, Mich. 1920-21:46.
Children use fiction in study of social problems; lists prepared by teacher.
Los Angeles, Calif. 1921-22:14.
Outline of instruction in elementary school use of library revised.
—— 1923-24:21.
Many schools have weekly or fortnightly visits to library thruout the year.
Manchester, N. H. 1920:11.
Give 7th grade instruction and tests in catalog using.
Milton, Mass. 1921-22:15.
All grades in 2 schools visit branch libraries each week for instruction.
Northampton, Mass. 1922:15.
Library instruction to 7th, 8th, and 9th grades pupils.
Philadelphia, Pa. 1920:20.
Some story hours correlated with special class work in history and civics.
Quincy, Mass. 1924:8.
Where possible, upper grades come to main library for instruction.
St. Louis, Mo. 1922-23:53.
Stix branch, in school, has 2 hours weekly for each class; occasional browsing periods.
Salt Lake City, Utah. 1924:8.
Pupils taught use of index by means of telephone books.
Springfield, Mass. 1922:9.
School instruction in library use given at main and branches.
Woburn, Mass. 1924:20-21.
Eighth grade the important stage for library instruction.

### HIGH SCHOOL LIBRARIES

Flourney, Mary. School libraries in North Carolina. *N. C. Lib. Comm. Bull.* 6:60-61. June, 1925.
Witmer, Eleanor M. The high school library browsing corner. LIB. JOUR. 50:737-739. Sept. 15, 1925.
Attleboro, Mass. 1923:13.
Five lessons with practice and exercises given to high school freshmen in high school branch.
Cambridge, Mass. 1921-22:11.
Freshmen of surrounding high schools given simple library problems.
Haverhill, Mass. 1920:23.
17 lectures to high school freshmen.
—— 1923:30.
High school librarian holds lectures in city library reference room for practical demonstration.
Jacksonville, Fla. 1920:7.
Catalog department instructs high school seniors.
Somerville, Mass. 1922:20.
Work with graded and junior high schools merged with children's department.
Tacoma, Wash. 1919-20:26.
Test of use of catalog thru high school, normal and college graduates not "reassuring."
Troy, N. Y. 1924:5.
Shift first year high school work from children's department to adult department.
Waterbury, Conn. 1923:8.
High school pupils come voluntarily for instruction.
Wilkes-Barré, Pa. 1921:10.
Teach high school pupils use of periodical indexes.

## BRANCHES AND STATIONS

### GENERAL PROBLEMS

Kerr, Willis H. Public library co-operation with city Y.M.C.A. organiations. *Pub. Libs.* 23:422-423. Nov. 1918.
Plan suggested by the Y.M.C.A. and followed up by the library.

Leete, John H. Reaching all classes of the community. *Pub. Libs.* 24:292-294. Nov. 1919.
Same article in *A.L.A. Proceedings.* 4:111-117, 1919.
Melcher, Frederic. Next steps in extending the use of books. *A.L.A. Proceedings.* 43:119-123. 1921.
Stresses consideration of individual needs.

*(To be Continued)*

## The Bibliographer Month by Month

*Being the Borrowed Reflections of a Checker of the Union List of Serials. Written by Katharine McCreery, University of California and dedicated to the Editor of the Union List.*

January. The Union List of Serials arriveth.

Come on, my partners in distress,
My comrades in this wilderness,
Who still your bodies feel.

February. The checker beginneth to realize what she hath got into.

He went as one that hath been stunned
And is of sense forlorn.
A sadder and a wiser man
He rose the morrow morn.

March. The checker wrestleth with New Series and Changes of Title.

The 'eathen in 'is blindness
Bows down to wood an' stone;
'E don't obey no orders
Unless they is 'is own.
'E keeps 'is side-arms awful,
'E leaves 'em all about.
An' then up comes the Regiment
An' knocks the 'eathen out.

April. The checker is tripped up by her own mistakes—and those of others.

De place wharbouts yo' spills de grease,
Right dar youer boun' ter slide.

May. The date for sending in the section cometh and passeth. Headquarters calleth aloud for copy.

"If seven maids with seven mops
Swept it for a half a year,
Do you suppose," the Walrus said,
"That they could get it clear?"
"I doubt it," said the Carpenter,
And shed a bitter tear.

June. Vacation cometh. The checker taketh hers and returneth to the U. S. L.

For Satan finds some mischief still
For idle hands to do.

July. Summer Session cometh upon her, but the checker checketh on.

For men may come and men may go,
But I go on forever.

August. Cometh another "hurry call" from headquarters.

Ye are idle; ye are idle. . . . Go, therefore now and work; for there shall no straw be given you, yet shall ye deliver the number of bricks.

September. The checker sendeth in 1925 changes of title and is reproved therefor.

Give thy thoughts no tongue,
Nor any unproportioned thought his act. . . .
Take each man's censure, but reserve thy judgment.

October. Headquarters threateneth to go to press without the long-delayed section.

But by the yellow Tiber
Was tumult and affright.

November. The U-Z section goeth in!

And now he feels the bottom;
Now on dry earth he stands.

December. The checker taketh counsel thus with herself:

She who checks and runs away
Will live to check another day;
But she who is by checking slain
Will never live to check again.

## Open Entry Cards for "Price Lists"

*To the Editor of the Library Journal:*

The *Price Lists* of government documents offered for sale by the Superintendent of Documents, which are issued at intervals of a few months apart, are the most useful and up-to-date classed lists of documentary material available. At the Newberry Library we treat these lists as guides to be kept at the elbow of the reference assistant at the information desk, not as bibliographies to be filed away in the stack. These pamphlets are enclosed between cardboard covers tied together with a tape; only the latest issues are retained. To bring this material to the notice of readers, subject cards are needed in the catalog filed under the bibliography of the subjects represented. The Library of Congress prints cards for each issue as it appears. Why this series should not be cataloged by "open entry" titles, I do not understand. The accumulation of cards, if all are inserted in the catalog, is a waste of space and an almost useless record of superseded material. If only the latest card is retained in the catalog, that means withdrawal of the old cards and also "adapting" of the new cards for each of these forty-five or more titles twice a year; in other words it entails the handling of ninety new and ninety superseded cards a year. My suggestion to the Library of Congress that open entries be substituted has not been considered so far and there may be good reasons for continuing the present practice. But if other libraries use the lists and the cards in the way described above, the Library of Congress would certainly do us all a favor by issuing a set of open entry cards that may be inserted once for all in our catalogs under the bibliography of the respective subjects.

WILLIAM STETSON MERRILL.
*Chief, Public Service Department*
*The Newberry Library, Chicago.*

# THE LIBRARY JOURNAL

TWICE-A-MONTH MARCH 15, 1927

SINCE the Carnegie Corporation decided to devote its funds, as regards libraries, to general library service, and particularly training for library service instead of to library buildings in specific locations, there has been the greater motive for direct appropriations and individual development in cities and towns which have reason to initiate or extend library facilities. On the Pacific Coast architectural advancement is especially noteworthy, as in the superb Los Angeles central library building, the State Library at Sacramento, now almost ready for occupation, the Santa Barbara Library which the earthquake upset, and now the Pasadena Library building, which is said to be within and without, one of the most satisfactory and beautiful of library edifices. From the library point of view, it is the within which should first be emphasized and first considered by the architect. The contrary is still apt to be the case and, indeed, the first plan for the Pasadena Public Library regarded architectural beauty rather more than library use, and the interior was split up by columns, which, however interesting as architecture, were awkward in library administration. Thru the persistent co-operation of the librarian with the architect in revising the interior plan the new library is said to be of admirable arrangement within as well as beautiful without. The year 1927 promises to be notable for new developments in the East, some already under way, others still in the preliminary stages of preparation or discussion.

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THE "duplicate pay" or "rental" system in public libraries has its critics as well as its advocates, but the objection that it could not legally form part of a free library system was overruled in the precedent of the court decision in Providence in 1925. In a western city the city council requested the discontinuance of the pay collection on the ground that the public should not be permitted to pay for privileges in a tax-supported institution. The advantages of the scheme, now in operation in a number of our public libraries, are many, particularly in satisfying the demands and criticisms of those who complain that the new book at the public library is always out. It is impossible for any public library to meet the immediate demand for books of special popularity, as is illustrated at the Fifty-eighth Street Branch of the New York Public Library where, as against five copies of the popular *Story of Philosophy*, for three of which reservations are permitted while the other two are held free from reservation, there are fifty applications for reserve. The New York Public Library trustees have not thought it the wise policy to authorize duplicate pay collections either in the circulation department of the main library building or of such branches as Fifty-eighth Street, where there would be especial demand for the books which duplicate pay collections naturally include. On the other hand, Brooklyn has adopted the system for fourteen of its thirty-three branches and with such success that the original appropriation in 1909 of $1,000 for investment in a duplicate pay collection was repaid, and a surplus exceeding $1,000 was reported by the treasurer. The trustees have accordingly appropriated funds for three thousand five hundred volumes for the collections in the several branches. Those who criticize the system consider, not without reason, that the subscription libraries, on a commercial basis, should satisfy this public need without trenching on the administrative service of the public library, and there are indeed few questions within the library field which have more *pros* and *cons*.

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IT was a happy thought that the work of the A. L. A. in Europe should be continued by collecting at the American Library in Paris the books accumulated during the war and post-war period and still in good condition for service, that these might be distributed usefully in Europe as well as in America. What with with the books left at the several posts in France by our returning troops, so far as these were not returned and put to good use in America in veteran hospitals, rehabilitation schools and elsewhere, and with those remaining in the occupied districts, a very large number of volumes, including, of course, duplicates by the score, were brought together last year and have now been carefully assorted and listed, a task of no small difficulty. Mr. Stevenson is now going forward with the plans for disposition of these books in the several places thruout Europe where they will be of most use, particularly where they will be of service to those desiring to take up the study of the English

language and of American literature, and the several diplomatic or consular representatives in Paris have agreed that the transportation shall be effected thru official channels, thus saving expense to the A. L. A. or the Paris Library. The disposition of these books in several countries will be another means of persuading our European critics that we are not simply a country of the dollar, but still hold to the altruistic purposes with which we went into the war and did our bit with books as well as bayonets. When the American Legion convenes in Paris in the coming autumn much will doubtless be heard in recognition of the service of the A. L. A. during the war, and it is well that Mr. Stevenson, who at home and in Paris did so much in this service, has been appointed the A. L. A. delegate for the Legion convocation.

# Library Book Outlook

THE past fortnight's new-book offerings present a pleasing variety of titles in several fields.

The travel-books of note comprise *The Spanish Journey*, by Julius Meier-Graefe (914.6, Harcourt-Brace, $5), in which the author writes not only of the Spanish people and their country, but also of the merits of the work of El Greco, whom he considers as a man as well as a painter of genius; *Pheasant Jungles*, by William Beebe (915.9, Putnam, $3), telling of adventures encountered while on a search for rare pheasants in Ceylon, Burma, the Himalayas, and the Malay Peninsula, and suitably illustrated; *From Corsair to Riffian*, by Isabel Weld Anderson (916.1, Houghton-Mifflin, $3), an illustrated travel-book on North Africa; and *Travel in Europe Made Easy*, by Georgia G. Chester (914, Dodd-Mead, $2.50), a detailed itinerary for the independent traveller.

There is also a new *Premier Atlas of the World*, issued by Rand, McNally & Co. (912, Rand-McNally, $4.50).

In Biography we find *Wilhelm Hohenzollern*, by Emil Ludwig (Putnam, $5), a translation of a successful German work; *Anthony Trollope, a Commentary*, by Michael Sadleir (Houghton-Mifflin, $5), the first biography of Trollope to be published since T. H. S. Escott's, in 1912; *Byron*, by Albert Brecknock (Appleton, $4), a new study of the poet in the light of new discoveries; *A Naturalist's Pilgrimage*, by Richard Kearton (Houghton-Mifflin, $2.75), consisting of autobiographical reminiscences of a well-known English naturalist; and *Byzantine Portraits*, by Charles Diehl (920, Knopf, $5), a French Academy prize-book, relating, with truly Gallic wit and understanding, some almost unbelievable stories of the rulers of Constantinople.

In the "Modern World Series" there is a new volume, entitled *France*, by Sisley Huddleston (944, Scribner, $5), which, like the other volumes in the series, is a survey of present-day conditions.

Of sociological interest, there are *Main Street and Wall Street*, by William Z. Ripley (332, Little-Brown, $2.50), stirring articles for investors, on present-day financial methods, some of which have already appeared in the *Atlantic Monthly; The Farmer's Campaign for Credit*, by Clara Eliot, (330, Appleton, $3), an analysis of the present American farming-problem; *Selected Articles on Commercial Arbitration*, compiled by Daniel Bloomfield (331, Wilson, $2.40); *The Judges and the Judged*, by Charles Kingston (343, Dodd-Mead, $4), containing accounts of certain sensational British trials and murder-mysteries; and *Hawkers and Walkers in Early America*, by Richardson L. Wright (391, Lippincott, $4.50), an illustrated account of the strolling peddlers, preachers, lawyers, doctors, and actors up to the time of the Civil War.

There are four new drama-books of interest. *The Brothers Karamazov*, by Jacques Copeau and Jean Croué (891.7, Doubleday-Page, $1), is the five-act Theatre Guild play based on Dostoevsky's novel. *The King's Henchman*, by Edna St. Vincent Millay (812, Harper, $2), is the book of the American opera for which Deems Taylor has written the music, and which was recently given its *première* at the Metropolitan Opera House. *Broadway*, by Philip Dunning and George Abbott (812, Doran, $2), is one of the marked successes of the present New York theatrical season. *Wat Tyler, and Other Plays*, by Halcott Glover (822, Viking Press, $2), contains three dramas dealing with the past, the "other two" being "The King's Jewry" and "Hail, Caesar!"

A new literary anthology appears in *The Ghost Book*, compiled by Lady Cynthia Asquith (813.08, Scribner, $2), containing sixteen stories of the supernatural, all by well-known English writers.

In the field of industry we have *The World's Railways*, by George G. Jackson (656, McKay, $3.50), a popular illustrated account, and *The Truth About Publishing*, by Stanley Unwin (655, Houghton-Mifflin, $2), an exposition of present-day practice in the book-publishing field, by an English publisher.

Among fiction-books we must mention *The Miniature*, by Eden Phillpotts (Macmillan,

$2.25), a new story in the author's Hellenic vein, in which Zeus, to prove he can create a miniature, starts life and evolution on earth; *Stories Near and Far*, by William J. Locke (Dodd-Mead, $2), a collection of short stories; *Pa, the Head of the Family*, by Margaret Ashmun (Macmillan, $2), a study of family-relations, particularly of "Pa's" interference with his granddaughter's marriage-plans; *Forever Free*, by Honoré Willsie Morrow (Morrow, $2.50), a novel in which Abraham Lincoln is the chief character; *Ladies and Gentlemen*, by Irvin S. Cobb (Cosmopolitan Book Corp., $2), containing eleven stories of American life; *Lucky Numbers*, by Montague Glass (Doubleday-Page, $2), characteristic short stories about the Rosenthals and the Gittelmans of New York and Hollywood; and *The Baby Grand, and Other Stories*, by Stacy Aumonier (Holt, $2).

LOUIS N. FEIPEL

# In the Library World

## New Hampshire

IN 1902, when F. Mabel Winchell came to the City Library of Manchester, New Hampshire, the library was housed in one room of a church-like edifice. The reading tables, the delivery desk, the children, the librarian and the staff all occupied one room lined with bookcases so high that step ladders were a necessity, writes Frances Hobart, secretary of the New Hampshire Library Commission. The shelves were closed, there was no reference collection, not even a corner for the children, no magazines or newspapers, and no trained workers. There is now a reference room with a reference librarian in a white marble library building first occupied in 1914, a large children's room with an annual circulation of over 105,000 volumes, and a staff of nineteen trained assistants, exclusive of pages. There are three deposit stations in various sections of the city, two in rented quarters. The work with schools has grown to a circulation of nearly 18,000. The total circulation of books in 1926 was 264,236 volumes.

Miss Winchell, who has recently completed her twenty-fifth year at Manchester with tributes from the local newspapers and organizations, is a native of Boston and went to Manchester in 1902 from the Forbes Library, Northampton, where she had been first assistant to Charles Ammi Cutter. She had also studied under William Isaac Fletcher. In 1917 she was appointed a member of the state Library Commission, the first woman to serve in this capacity. She is still a member of the Commission.

## Connecticut

ALL the buildings on the site of the new Sterling Memorial Library at Yale have been demolished, and excavating is now going on. Borings on the site of the book tower indicate that the rock is approximately seventy-six feet from the surface, according to the *University Library Gazette* for October. It will be necessary to sink caissons full of cement to the level of the rock so as to anchor the tower. The tower will hold over three million volumes on steel shelves.

William A. Speck contributes to the *Gazette* an article on the two hundred and fifteen medals and medallions of Goethe and his contemporaries in the library, said to constitute one of the finest and largest collections of the kind in existence.

## Maryland

AN appropriation has recently been made for the state library organizer the need for whom is voiced in the latest annual report (1926) of the Maryland Public Library Advisory Commission. In the acquisition of Joseph L. Wheeler, the new librarian of the Enoch Pratt Free Library of Baltimore, as an *ex-officio* member, the commission, in its own words, has gained a co-worker of broad, practical knowledge in library methods and management. Next year's report should make interesting reading. Meanwhile, the commission is able to report the opening of two promising libraries, Talbot County Free Library and Wicomico County Free Library. The first was supported by membership dues and pledges, but has been promised $500 from the county for the year ending next May. The same amount was appropriated by the county commissioners for the Wicomico library. Dorchester County Public Library received $200 from the county and will occupy a room in the new city hall when it is completed; Elkton Public Library received $300 from the town; Annapolis Public Library has been granted $500 from the county, and Garrett County Public Library will receive $300 from the county. The city appropriation of the Cumberland Free Public Library has been increased from $3,000 to $5,000.

## North Carolina

A REQUEST for $861,750 for a new library building for the University of North Carolina is pending before the state legislature. The present non-fireproof building was erected in 1906-1907 from a Carnegie gift of $55,000 to

take care of a book collection then numbering 45,000, and to provide reading rooms and seminars for a student body of 700 and a library staff of two members. Today the book collection numbers 162,000; twelve to fifteen thousand new books are added each year; the student body numbers 2,500, and the library staff includes fifteen full-time and eleven part-time members. In the last four years the circulation of books has increased from 74,418 in 1922-1926, a growth of ninety-five per cent. Library extension service has been made available to the citizens of the state in the past five years, with an increase of 148 per cent in circulation in the same period. Important special collections are housed in widely scattered quarters, all separated from the card catalog and bibliographical aids in the main library. Office and storage space for the university press, established in June 1922, was found somehow in the crowded main library until May 1926, when the press took office and store room space in Person Hall. Twenty-five titles have been published and 17,000 copies sold. The press is slightly over fifty per cent self-supporting. The data and statistics for the foregoing summary were taken from the reports of Louis R. Wilson, in his dual capacity as librarian of the university and director of the university press.

## Ohio

REORGANIZATION of the reference, catalog and order departments in the central building and the opening of two new branch libraries in Oakley and Mariemont occupied Chalmers Hadley, and the Cincinnati staff, in the year ending June 30, 1926. The gain in volume of work done was equalled by the increase in quality of the service rendered, due primarily to the larger number of trained employees on the staff. Circulation from the main building, branches and stations, and thru schools reached a total of 2,128,110 books. Practically every modern form of publicity was utilized—newspapers, radio, chautauquas, street fairs, conventions, and exhibitions. The work of the adult education department became clearly defined under the direction of Pauline Fihe. Of the 545 courses outlined, four-fifths were cultural. An overcrowded and antiquated library building hinders the proper arrangement and safeguarding of the 700,000 volumes in the collection.

AT the forefront of the report of Azariah S. Root, librarian of Oberlin College, for the year ending last August 31st, comes a statement of the urgent need of the library for additional room for books, pamphlets, newspapers, staff and readers. Additional wooden shelves erected in the various seminar rooms will make room only for the additions of the current year. Additions in 1925-26 were 13,314 bound volumes and 8,826 pamphlets. The library has in all 274,244 bound volumes and 191,890 unbound volumes and pamphlets, as well as about 150,000 duplicates stored outside the building. Of the books added in the past year 10,500 were published in the year 1900 or later, 3,106 between 1800 and 1899, forty-two between 1700 and 1799, nine between 1600 and 1699, and six between 1500 and 1599. Mr. Root feels that this shows an undue disproportion of recent material and that there are great deficiencies in the earlier years which need to be filled up.

## California

ON February 19, the first story hour to be enjoyed by the boys and girls of Pasadena in the beautiful new Public Library was given by Grace and Carl Moon—authors of Indian stories. The Lecture and Exhibit Hall of the Library accommodates about three hundred chairs and it was not only filled to capacity but the floor had to serve as a substitute for seats when all the chairs were filled.

Mrs. Moon told how she met the real Chi-wee—the little Indian girl of whom her books by that name were written. She spoke, too, of her new book, *Nadita*, which will be published in the summer by Doubleday, Page & Co. Mr. Moon told Indian stories, giving some of his expériences among Indian children on the reservations. He read from the manuscripts some of his humorous poems written for children and told something of his new book, *The Flaming Arrow*, which will be published by Frederick A. Stokes Co. in the fall.

It could readily be seen, by the very close attention given to Mr. and Mrs. Moon, that the children were delighted with their talk. At the end of the story hour they gathered about the authors with requests for autographs and expressed their enjoyment of the books.

## British Columbia

DEVELOPMENTS in the library activities of the University of British Columbia focus on the fact that university work has been transferred from the temporary premises occupied in the city of Vancouver since the institution was organized, to the permanent site at Point Grey, according to John Ridington, librarian, in his report for the year 1926. The library entered into possession of its new building in August 1925. The 60,000 volumes it possesses have been accumulated within the last ten or twelve years, so that its working efficiency, in proportion to volume-total, is very high. It

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**Our Mutual Friend.** By Charles Dickens.
**Pickwick Papers.** By Charles Dickens.
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**Tale of Two Cities, A.** By Charles Dickens.
**Three Musketeers, The.** By Alexandre Dumas.

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is doubtful if any library of similar size and scope contains a higher percentage of the proceedings and transactions of learned societies, says Mr. Ridington. Circulation of books increased in the new quarters. In November 1926 the total exceeded an average of 4,000 per month, as compared with 700 in 1919. Four hundred and ninety persons have enrolled themselves as extra-mural readers. A good proportion of these are graduate students following up, either as a vocation or an avocation, subjects in which they specialized while in residence. Others are teachers, ministers, and former summer schools students. A deposit of two dollars for postal charges is required.

## France

DISTRIBUTION of surplus Library War Service books from the American Library in Paris to the smaller libraries and universities of Central Europe was recently inaugurated by the distribution of a printed list of some thousand titles to these libraries for checking. The books comprise those in use in the Coblenz area which were sent back to Paris when the Army of Occupation returned to America in 1922, with additions made by the library of gifts for which it has had no use. A gift of two thousand dollars from the American Relief Administration made possible the work of arranging and classifying the books and of building up a *dossier* of information as to the places where they would be most useful. As soon as the lists are checked and returned the collections will be made up and sent forward. The legations of the various countries have undertaken to send the books thru diplomatic channels in order to avoid delay and complications at the frontiers, and the Ministers of Public Instruction are taking the liveliest interest in the project, writes Burton E. Stevenson, director of the library.

# Library Organizations

THE forty-ninth annual conference of the American Library Association will be held at Toronto, June 20-27, 1927.

### Hotel Information

The King Edward Hotel will be the principal hotel. A. L. A. Headquarters will be at the University of Toronto. All letters for hotel accommodation should be sent to the hotel at which accommodation is desired. In making room reservations, be sure to indicate that you are attending the A. L. A. Conference.

*King Edward Hotel*

All rooms are with bath; rates for two or three in a room: $7, $8 or $9 for a room. Accommodation for 1,000 to 1,200 set aside; hotel half-mile from station; mile plus to university.

*Prince George Hotel*

Two or more in a room, running water, per person, $3; two or more in a room, with bath, per person, $4 to $6. Accommodation for 300 set aside; quarter-mile from station; mile from university.

*Waverley Hotel*

Two or more in a room, running water, per person, $2.50; two or more in a room, with bath, per person, $3 to $4. Accommodation for 120 set aside; small hotel; excellent rooms; close to university; mile from station.

*Carls-Rite Hotel*

Two or more in a room, running water, per person, $2.50; two or more in a room, with bath, per person, $3.50. If American plan is desired it may be had at $5 to $6 per person. Accommodation available for 120; across the street from the station; mile plus to the university.

*University Residences*

The President of the A. L. A. is anxious to have a meeting where junior assistants may attend and become acquainted with the great and near-great of this Association. Therefore he extends an invitation to those who have not been able to attend the conventions to come to Toronto and take advantage of the hospitality of the University of Toronto where the meetings will be held.

Accommodation for 650 women delegates may be had in the several university residences. The majority of the rooms in these houses contain two single beds, a few have three beds, and a comparatively small number are single rooms.

Arrangements have been made for serving meals in the Great Hall of Hart House and in other rooms in that building. It is planned that accommodation in one of the residences and meals at Hart House from luncheon on Monday, June 20, until after breakfast on Saturday morning, the 25th of June, will be given for the sum of $20. *To accomplish this successfully the committee has had to enter into an agreement and the charge will be the same for any fraction of time as for the whole time.* An extra night or two in a residence may be had at a trifling additional cost.

Those who may wish to take advantage of this plan should send their names at once to Margaret Ray of the Public Library, College and St. George Streets, Toronto. Rooms will be allotted in the order in which applications are received, special consideration being given

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to parties who may wish to be together. Five dollars should accompany each application, the balance to be paid by May 20. Remittances should be postal note or money order as checks are subject to discount.

### Travel

A special rate of one-and-one-half fare, on the identification certificate plan, has been granted by the Trunk Line Association and the New England Passenger Association to members of the A. L. A. and affiliated organizations and to their families. The same rate probably will be granted by other passenger associations. Certificates will be mailed to members.

Full fare to Toronto from the following points is given. The Pullman rates are to Niagara Falls only, as it is hoped that most of the special travel parties may be brought together to spend a day at Niagara Falls enroute to Toronto, Sunday, June 19, and proceed thence by steamer from Queenston to Toronto.

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| Chicago direct | 17.71 | 5.23 |
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(B) An excursion down the St. Lawrence River, thru the Thousand Islands, the Rapids, with a day at Montreal, and a day at Quebec, and the famous trip up the Saguenay River to St. Alphonse. Leave Toronto the night of Saturday, June 25, arrive at Montreal July 1. Those planning to take this excursion will not be able to use fare-and-half convention ticket, but will buy a circuit-tour excursion ticket to Montreal, with stopover at Toronto for the convention. Expense, including steamer ticket, Montreal to St. Alphonse and return to Montreal, stateroom, meals, hotels, and transfers from Toronto back to Montreal, about $75. Transportation between Toronto and Montreal is not included, as it will be part of the round-trip excursion ticket purchased for use to the convention.

## Edinburgh Conference

THE Library Association of the United Kingdom will hold its fiftieth anniversary conference at Edinburgh, commencing September 26, 1927. Student tourist, third-class cabin accommodations will be available on steamers from New York, Quebec, or Montreal, to Southhampton, Liverpool, Plymouth, or Glasgow, approximately $175 for the round trip. Rail fare third-class, Southhampton to Edinburgh, $12.57; Liverpool to Edinburgh, $6.45; Glasgow to Edinburgh, 90 cents, one way.

The following special party for Edinburgh is suggested, and registration requested, or correspondence from those interested as to further details:

Sept. 3, leave New York, S. S. Majestic; 9, arrive Cherbourg and Paris; 10-14, excursions and visits in Paris and vicinity; 15-16, Brussels, Louvain; 17, Antwerp; 18-19, Amsterdam, The Hague, excursion to Island of Marken; 20-23, London; 24, Oxford; 25, Shakespeare country; 27, arrive Edinburgh; expense $435. This is exclusive of stay in Edinburgh during the convention and days following until October 7, which are left open for individual travel or participation in whatever post-conference trip may be announced by the (British) Library Association. No transportation between Edinburgh and Liverpool returning is included in this amount. Sail from Liverpool, October 8, S. S. Cedric, due Boston, October 17, New York, October 18. Special plans for this party will be made for the study of libraries in all cities visited.

Address inquiries to F. W. Faxon, 83 Francis St., Boston, Mass.

(Note: A cable of February 25 states that our British friends are arranging a tour starting at London, September 19, including Oxford, Birmingham, Manchester, York, and Glasgow.)

## Library Opportunities

Wanted, Children's librarian in the public library in a town of 12,000. Apply Librarian, Public Library, Greeley, Colo.

A college librarian wishes position for all or part of the summer, June 15th to September 1st. University and library school graduate; seven years' experience, six of the time in a small college library; has taught classes in library science. Prefers the West or New England. M. P. 6.

Wanted, librarian for law firm on Wall Street. College and library trained person with several years' library experience desired. Beginning salary $35 per week. Personal interview required. B. L. 6.

Wanted, library school graduate, preferably one with some experience, to be librarian in a community of 6,000 population, beginning salary $1,500. Address communications to Mrs. W. F. Judd, chairman, Library Committee, 403 Main St., Dowagiac, Michigan.

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## To Libraries in the United States

The Mexican Constitution of 1917 is now the subject of much study, writing and discussion, because under it have been passed the oil law, the anti-alien land law, the mining laws, the labor law, the religious law and the agrarian law.

The American Chamber of Commerce of Mexico, is printing a comparison of the revolutionary Mexican Constitution of 1917 with the Conservative Mexican Constitution of 1857; both translated into English, the comparison made in parallel columns, by paragraphs; a reprint by permission of the American Academy of Political and Social Science of a book now out of print.

Every reference library should have this book. The edition is limited and we should like to have the orders from libraries at once. The price is Five Dollars American money. Library checks will be accepted, without drafts or money orders.

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# Current Literature and Bibliography

A bill providing for the preparation of a biennial index to State legislation, has been passed, which reads

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Librarian of Congress is hereby authorized and directed to prepare and to report to Congress biennially an index to the legislation of the States of the United States enacted during the biennium, together with a supplemental digest of the more important legislation of the period.

SEC. 2. There is hereby authorized to be appropriated annually for carrying out the provisions of this Act the sum of $30,000, to remain available until expended.

"How to Use the Library" is an admirably clear and thoro section of *How To Study in College*, by Leal A. Headley, professor of education in Carleton College, Northfield, Minn., recently published by Henry Holt and Company (417p., $3). Its purpose is to enable students to master the use of the card catalog and of the magazine indexes and to familiarize themselves with representative reference works. The directions given are as foolproof as is humanly possible, even including sketches of the appearance of *Poole's Index* and the *Readers' Guide* as they stand on the shelves. It is assumed that the typical college library uses the Dewey Decimal Classification.

The section on general and special reference books is excellent except for its failure to note more recent editions of some of the works cited. The author's preface is dated July 1926, which might explain the omission of a note on the newest of the New Volumes of the *Britannica*, but there seems no good reason for mentioning the first and not the second supplement of the *Dictionary of National Biography*, nor for listing only the 1896 edition of Hoyt's *Cyclopedia of Practical Questions*. The recent revision of the *New International Encyclopedia* is also overlooked.

A new edition of its library list covering public and semi-public libraries in towns of over one thousand population—with some exceptions for smaller towns in which libraries are developing—as well as libraries in educational institutions and special libraries, will be included in a volume to be published by the R. R. Bowker Co. as early as is practicable. This volume may include a checklist of special collections in American libraries.

## The Personnel Report

THE final report of the Bureau of Public Personnel Administration to the A. L. A. Committee on the Classification of Library Personnel has been issued with the title *Proposed Classification and Compensation Plans for Library Positions.*

This report is the result of the creation of the Committee on the Classification of Library Personnel at the Hot Springs meeting in 1923. The aim of the committee was "to secure and analyze data, to recommend the steps to be taken to place the library profession on a par with other recognized professions, to make it possible for the individual librarian to use the best thought of the whole profession in dealing with its own personnel problems and devising means for selecting a competent personnel, and to work out a plan of remunerating library workers justly."

The volume contains summaries of findings, recommendations and benefits and a study of the development of classification and compensation plans. In the appendices is the principal portion of the report, the first being an outline of the proposed plans listing the positions to be considered according to the kind of work. Appendix 6 gives complete specifications for one hundred and seventy classes of library positions, covering titles, minimum qualifications and salary schedule. The final appendix is the preliminary report of the A. L. A. Committee on Schemes of Library Service. It combines the data in the Proposed Classification and rearranges the information giving a unified scheme of service for various types of libraries.

This report will be useful to all librarians and budget authorities, and the data supplied can be considered as a convenient scale for measuring applicants for positions. Its definite benefits may not be felt by the profession as a whole for some time to come, but indirectly its influence should be pronounced in those libraries that are seeking a grading scheme, from the viewpoint of classification of positions as well as remuneration.

Library workers thruout the country should be grateful to the Bureau of Personnel Administration for the time and money expended for the benefit of the library profession.

NATHAN R. LEVIN, *Assistant Librarian,*
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## WANTED

Utica Public Library, Utica, New York, is in need of the following magazines and title pages: March 14, 1925, issue of Independent. International Studio, February, November 1921 issues; March, November 1922 issues; Title Page and Index for Volume 74. Title Page and Index for Volume 46 of St. Nicholas (May-Oct. 1919). Title Page and Index for Volume 20 of Metropolitan Museum of Art (Jan.-Dec. 1925).

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New York University, Washington Square Library, New York, is in need of the following: *American Library Association, Bulletins:* 1907, *Vol.* 1, *Nos.* 1-3; 6, t.p. & i.; 1908, *Vol.* 2, *Nos.* 1-5.; t.p. & i.; 1909, *Vol.* 3, *Nos.* 1, 4, 6.; 1910, *Vol.* 4, *Nos.* 2, 4-5, t.p. & i.; 1911, *Vol.* 5, *Nos.* 3, 4, t.p. & i.; 1913, *Vol.* 7, *Nos.* 3, t.p. & i.; 1915, *Vol.* 9, *Nos.* t.p. & i.; 1917, *Vol.* 11, *Nos* 6, t.p. & i.; 1918, *Vol.* 12, *Nos.* 5, 6, t.n. & i.; 1919, *Vol.* 13, *Nos.* 5 (6 if pub.) t.p. & i.; 1920, *Vol.* 14, *Nos.* 2, 3, t.p. & i.; 1921, *Vol.* 15, *Nos.* 6, t.p. & i.; 1922, *Vol.* 16, *Nos.* 2, 5, t.p. & i.; 1923, *Vol.* 17, *No.* 4; 1924, *Vol.* 18, *Nos.* August (Conference no.); 1925, *Vol.* 19, *No.* 5.; 1926, *Vol.* 20, *Nos.* 10, 11, t.p. & i. *Library of Congress classification schedules* for D, E-F, G, L, PN-PZ, Q, Z.

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Keystone State Teachers College Library, Kutztown, Pa., wants the following magazines: American Childhood, 1926—Apr., May; Current History, 1926—Aug.; Educational Administration, 1926—Apr.; Independent, 1926—May 8; Library Journal, 1926—June 15; Literary Digest, 1926—Oct. 30; Mentor, 1926—Oct.; Teachers' College Record, 1926—Nov.; Teachers' Monographs, 1926—Sept..

*Indexes:* Country Life, no. 50; Forum, no. 76; Independent, no. 117; National Geographic, no. 50; Review of Reviews, no. 73, 74; Travel, no. 47.

## FOR SALE

The Keystone State Teachers Library has the following for disposal: *Magazines:* Atlantic Monthly, 1923—May, Sept. Dec.; 1924—March, May, June; Country Life, 1925—Feb., Mar., Apr., May; Current History, 1926—Sept.; Current Opinion, 1926—Apr.; Education, 1926—June; Elementary School Journal, 1926—Feb. (2 cop.); English Journal, 1919—Sep. Dec.; Forum, 1924—Aug.; Independent, 1925—Dec. 19; Journeys Beautiful 1926—June, Aug., Sept.; Journal of National Educational Association, 1924—Sept.-Dec.; 1925—Jan. June, Oct.-Dec.; 1926—Jan., Feb., Mar (2 cop.), Apr., June., Nov.; Journal of Rural Education, 1921—Oct.-Dec.; 1922—Jan. Mar.; Kindergarten, 1924—Oct.; Libraries, 1926—Feb.; Literary Digest, 1925—Jan. 17; North American Review, 1925—Quarterly for Sept.-Nov.; Outlook, 1926—Apr. 14, 21, 28, May 12; Pedagogical Seminary, 1925—Mar., Sept.; Review of Reviews, 1926—Sept., Oct., Dec.; School Life, 1926—May; School Review, 1924—Oct.; Scientific Monthly, 1925—Oct. (2 cop.); Scribners' Magazine, 1920—Nov.; 1921—Jan.-Aug., Oct.; Yale Review, 1926—Jan.

*Indexes:* Harpers' Magazine, 2 cop. each of 151 & 153; National Geographic, 2 cop. of 49; Scribners' Magazine, 77, 78; World's Work, 51.

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